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ABSTRACT

This report includes summaries of activities and accomplishments in the state's efforts to implement performance standards and core measures as well as programs in the following: (1) secondary, postsecondary, and adult occupational; (2) single parent, displaced homemaker, and single pregnant women; (3) sex equity; (4) criminal offenders; (5) special populations; (6) state leadership and professional development; (7) community-based organizations; (8) consumer and homemaking education; (9) tech prep; (10) integrating applied academics into vocational education; and (11) career guidance and counseling. Highlights of the report include the following: (1) Missouri's vocational education delivery system provided a full range of programs, services, and activities for individuals attending secondary and postsecondary and adult institutions during Fiscal Year 1996; (2) the system was comprised of 438 local education agencies (LEAs) that included 417 comprehensive high school districts (52 with area vocational schools), 1 state technical college, 12 community college districts, 7 four-year institutions, and 2 state agencies; (3) over $21 million federal, $50 million state, and $90 million local dollars were expended to support vocational education, serving 124,899 secondary students, 55,855 postsecondary students, and 98,077 adults; and (4) specialized programs were operated within the delivery system, including 41 at-risk student centers, a system of industry-specific training provided to 34,877 employees of 264 companies during the year, a network of 7 regional and 2 metropolitan centers providing programs for single parents and displaced homemakers, and 29 formal assessment centers. Appendixes include 26 tables of program statistics and program descriptions of exemplary programs. (KC)

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MISSOURI VOCATIONAL EDUCATION ANNUAL PERFORMANCE REPORT 1996

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VOCATIONAL EDUCATION

ANNUAL

PERFORMANCE REPORT

FISCAL YEAR 1996

DECEMBER, 1996

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

DIVISION OF VOCATIONAL AND ADULT EDUCATION

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Post Office Box 480
Jefferson City, Missouri 65102-0480

Robert E. Bartman
Commissioner of Education

DIVISION OF VOCATIONAL AND ADULT EDUCATION

Russell McCampbell
Assistant Commissioner

COORDINATORS

Robert Robison
Vocational Education

Bob Asel
Adult and Community Education

DIRECTORS

VOCATIONAL EDUCATION

Terry Heiman
Agricultural Education

Gene Reed
Marketing & Cooperative Education

Joanne Newcomer
Business Education

Jean Cole
Special Vocational Services

Cynthia Arendt
Family and Consumer Sciences

Kurt Hackmann
Vocational Finance

Marion Starr
Guidance Services

Fred Linhardt
Vocational Planning & Evaluation

Dennis Harden
Industrial Education

Dick Omer
Vocational Special Needs Services

ADULT AND COMMUNITY EDUCATION

Elvin Long
Adult Education

Donald Eisinger
Employment Training

Harry Kujath
Community Education

Richard Stokes
Veteran's Education

PREFACE

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during Fiscal Year 1996. The system was comprised of 438 local education agencies (LEAs). These local education agencies included 417 comprehensive high school districts (52 with area vocational schools), one (1) state technical college which is also an area vocational school, 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These local education agencies offered course-work in Agricultural Education, Business Education, Family and Consumer Sciences Education, Health Occupations Education, Industrial Education, and Marketing and Cooperative Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs".

One of the major components of the delivery system is a network of 57 area vocational schools. This network provides an economical source of instruction which was available to the citizens within each area vocational school's service delivery area. The area vocational schools are strategically located throughout the state to provide specialized skill training for almost every geographic location. Ninety-five percent (95%) of the state's citizens reside within 25 minutes of an area vocational school.

In Fiscal Year 1996, $21,460,226 federal, $50,457,054 state, and $90,750,734 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 124,849 secondary students, 55,855 postsecondary students, and 98,077 adults. Sixty-six and nine-tenths percent (66.9%) of individuals who exited vocational education course-work in Fiscal Year 1995 were available for employment, three and two-tenths percent (3.2%) were unavailable for employment, twenty-nine and nine-tenth percent (29.9%) continued their education and two and six-tenths percent (2.6%) enlisted in the armed forces of the United States. Eighty-seven percent (87%) of the students who were seeking gainful employment were employed/placed.

Specialized programs and services were operated within the delivery system to meet state-level priorities for vocational education and economic development. Some of these specialized programs and services included:

1. Forty-one (41) "at-risk" student centers, within the area vocational school network, provided specialized instruction to meet the needs of secondary students and adults who have been identified as being "at-risk" of educational failure or dropping out of school. These centers combined academic instruction, vocational education instruction, intensive counseling, and supportive services designed to enable these individuals to successfully complete their schooling. During Fiscal Year 1996, 4,000 "at-risk" students were enrolled in the programs and services provided by these centers.

2. A system of industry (customized) training provided specialized skill training to meet the training and retraining needs of business and industry through the state. This system was designed to enable a variety of local education agency and business/industry representatives to work cooperatively to provide funding for the skill training necessary to meet the workforce needs of new or expanding companies. Many of the state's industry (customized) training needs were centered in the two metropolitan areas of Kansas City and St. Louis. To facilitate the delivery of industry training in these two (2) areas of the state, two (2) high technology training resource centers continued to coordinate the efforts of local education agencies and business/industry to develop specialized vocational skill training and retraining. During Fiscal Year 1996, 34,877 employees were trained for 264 companies.

3. A network of seven (7) regional and two (2) metropolitan centers provided a comprehensive program of services for single parents and displaced homemakers within the state to obtain vocational training, and find and/or keep gainful employment. The role of the regional and metropolitan centers was to assist individuals who were facing unplanned economic changes in their family lives. The major purpose was to assist the single parent and displaced homemaker in planning careers that offer more job security, higher pay, and employment success. Specific services include assistance to identify a client's interests and skills, support services for finding solutions to clients' special concerns, and vocational training tuition assistance for qualified applicants. These regional and metropolitan centers offered career development services to those who were considering "nontraditional" job training. During Fiscal Year 1996, these regional and metropolitan centers served at least 7,141 individuals with a variety of supportive services.

4. Twenty-nine (29) formal assessment centers have been established in comprehensive high schools, area vocational schools and community colleges to provide enhanced services for students with disabilities and who are disadvantaged throughout the state. These centers evaluated student aptitude, interest, and ability in order to make the most appropriate placement of these students into vocational training programs and/or employment.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

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PERFORMANCE STANDARDS AND CORE MEASURES

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ACCOMPLISHMENTS

In November, 1991, in response to a provision of the Carl D. Perkins Vocational and Applied Technology Education Act, the Department appointed a fourteen (14) member Committee of Practitioners to assist the Department with the development of the statewide system of core standards and measures of performance for vocational education. This Committee consists of two (2) members representing each of the following interest groups: local education agencies, school administrators, vocational and special population teachers, local boards of education, institutions of higher education, parents, and vocational education students. Prior to the initial meeting of the Committee of Practitioners, an internal committee was formed to prepare a draft proposal of standards and measures of performance for vocational education. The internal committee first conducted a review of the following:

1. The requirements of Sections 115, 116, and 512 of the Carl D. Perkins Vocational and Applied Technology Education Act.

2. Missouri's existing data reporting systems for vocational education (Core Data Collection System, Vocational Education Data System, and Vocational Instructional Management System/Vocational Administrative Management System).

3. The Missouri Mastery and Achievement Test (MMAT) battery of criterion-reference achievement tests for the statewide system of academic competencies and key skills.

4. The Missouri School Improvement Program standards, minimum standards for vocational education programs in Missouri, and performance standards and service requirements for programs under the Job Training Partnership Act (JTPA).

5. The National Center for Research in Vocational Education's "Systems of Performance Standards and Accountability for Vocational Education: Guideline for Development" and other printed materials.

6. Draft performance standards and measures for vocational education collected from other states.

Upon completion of the review, multiple meetings were held to prepare the draft proposal of performance standards and measures for the Committee of Practitioners. In addition, the members of the internal committee attended a national meeting conducted by the National Center for Research in Vocational Education that focused upon the development of standards and

measures of performance for vocational education. The Committee of Practitioners met on two (2) occasions during the Winter of Fiscal Year 1992. During the first meeting; the Committee members were oriented to their task of assisting the Department with the development of the statewide system of core standards and measures of performance, and to review and discuss the draft proposal of performance standards and measures prepared by the internal committee. The draft proposal contained numerous performance measures, specific standards, and adjustments; proposed implementation procedures; and positive and negative implications regarding each standard/measure. The Committee of Practitioners discussed each standard/measure, rejected several, determined that they should be grouped by type of program/service, and agreed to review the remaining standards/measures for a discussion and formal recommendation to the Department at another meeting. During the second meeting of the Committee of Practitioners, the Committee members discussed each of the revised performance standards and measures from their previous meeting. The Committee made several suggestions for modification and implementation, and formally recommended the modified performance standards and measures for vocational education which are contained in Appendix C of this report. Fiscal Year 1993 was determined by the Department to be the initial implementation year for the performance standards and measures for vocational education with full implementation to begin in Fiscal Year 1994. Primarily, initial implementation focused upon operational assessments and base-line data collection to determine the general level of standard attainment for vocational education program operators. During the annual Summer inservice conference of the Missouri Vocational Association a preliminary explanation of the performance standards and measures was provided to one hundred thirteen (113) statewide vocational education administrators. This presentation was the first introduction of the standards to local program operators. During this meeting each standard and measure was explained and general information regarding implementation was given. Later in October 1993, a meeting in conjunction with the Missouri Council of Vocational Administrators' Fall Conference was held to further explain the performance standards and measures implementation. Two hundred and five (205) vocational education administrators attended this meeting. During January, 1993, the Department conducted four (4) regional informational meetings regarding the implementation of the performance standards and measures for vocational education. These meetings had a combined attendance of one hundred twenty-seven (127) vocational education administrators and teachers. Originally the performance standards and measures for vocational education were developed to apply to all vocational education programs operated within the State. However, when the final regulations for the Carl D. Perkins Vocational and Applied Technology Education Act were published, it was determined that the performance standards and measures would be applicable to vocational education programs that were supported by federal vocational education funds. For the most part, the federal vocational education funds were not utilized in direct support of vocational education programs. Most of the federal funds were utilized to support services and activities; therefore, the Department initiated a "General Rule" in order to provide guidance to local vocational education program operators in determining which vocational education programs would be implicated. This "General Rule" is included at the end of Appendix C of this report.

During Fiscal Year 1995, a preliminary data analysis was conducted regarding Performance Standards I.1 and I.2. As a result of this analysis, the appropriate levels of academic attainment and gain were established for these standards. In addition, developmental work regarding an appropriate system of data analysis and reporting continued. This system was completed in Fiscal Year 1996. The system analyzes input data collected from eligible recipients and program operators, makes determinations of which performance standards are met or not met, and generates a report to local education agencies regarding their achievement. As a result of the Department's developmental efforts relating to the implementation of the Performance Standards and Measures for vocational education, each local education agency (LED) that is a recipient of Federal Vocational Education funds developed an evaluation system which utilizes a continuous-improvement model. As part of the Title II, Part C distribution application, the LEA (eligible recipient) establishes a local evaluation system that incorporates the State's Performance Standards and Measures for vocational education, as a minimum foundation. Each local evaluation system adds additional standards and measures pertinent to each local system. The Department's data collection, analysis, and achievement reporting system provides preliminary data for State standards. This information, with local data, is used to determine each LEAs performance achievement. If any of the State and/or local performance standards are not achieved, the LEA initiates a locally-directed improvement plan. The implementation and accomplishments relating to any local improvement plan is monitored through each LEAs Year-End Status Report and through the Missouri School Improvement Program, which is explained in Appendix K of this report.

In order to provide an explanation of the status for Fiscal Year 1996 regarding the implementation of the performance standards and measures for vocational education, it will be necessary to explain the status of each of the standards individually.

PERFORMANCE STANDARDS FOR PREPARATORY VOCATIONAL EDUCATION PROGRAMS

Standard I.1 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. Secondary students will demonstrate mastery of seventy percent (70%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.

B. Postsecondary students will demonstrate mastery of seventy percent (70%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.

Standard I.2 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.

A. The normal curve equivalent (NCE) change for secondary students between the 10th grade and 12th grade on the 10th grade Missouri Mastery and Achievement Test will be equal to or greater than zero.

B. The normal curve equivalent (NCE) change for postsecondary students between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument will be equal to or greater than zero.

With regard to the secondary level of Standards I.1 and I.2, the Department contracted with the Assessment Resource Center (ARC) at the University of Missouri-Columbia to continue the statewide assessment of all 12th grade students enrolled in vocational education who had previously taken the 10th grade Missouri Mastery and Achievement Test (MMAT). The assessment was conducted from February through March of 1996.

The assessment measured student mastery of key skills and competencies in language arts, mathematics, science, and social studies. The data gathered from the Fiscal Year 1996 assessment was analyzed by ARC and the results follow:

1996 ASSESSMENT	MASTERY RATE	PRE-TEST NCE	POST-TEST NCE	NCE CHANGE
English/Language	45%	48.9	47.9	-1.0
Mathematics	40%	54.0	49.5	-4.5
Science	20%	53.7	47.4	-6.3
Social Studies	26%	50.7	47.4	-3.3

As can be seen, the academic attainment level and gain for the median secondary vocational education student do not meet the standards even though all areas improved slightly from the Fiscal Year 1995 assessment. Efforts regarding increased integration of academic and vocational education must continue. It should be noted, however, that there is continued concern that the students at grade twelve do not seriously attempt to respond correctly to any of the questions on the test since it does not effect their individual outcome or completion of vocational education programs. Additional consideration regarding the use of the MMAT and the administration of this or another academic skill assessment must take place.

Based upon the data submitted from the secondary eligible recipients, the following number of institutions will be implementing improvement efforts regarding Standards I.1 and I.2:

Academic Area	Number of Recipients (LEAs)
English/Language	28
Mathematics	41
Science	39
Social Studies	35

With regard to the postsecondary level of Standards I.1 and I.2, the Department requests each institution to identify the assessment instrument to be used to measure academic attainment and gain of vocational education students, and to utilize on a pre-test and post-test basis. Most of the postsecondary institutions have focused their attention on mathematics and language arts skills. Through a review of the data collected, it appears that a reasonable level of academic skill attainment and gain is occurring within the postsecondary level. The data indicates a statewide mastery rate in mathematics of seventy-four percent (74%) with a five percent (5%) gain, and a mastery rate in language arts of seventy-two percent (72%) with a three percent (3%) gain for postsecondary students. It should be noted that at this level student assessment apathy does not seem to be a factor.

Based upon the data submitted from the postsecondary eligible recipients, the following number of institutions will be implementing improvement efforts regarding Standards I.1 and I.2:

Academic Area	Number of Recipients (LEAs)
English/Language	2
Mathematics	3

Standard I.3 All vocational education students enrolled in preparatory vocational education programs/courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.

To implement Standard I.3, the Department requests that each institution, with the assistance of local program advisory committee members, identify the essential occupational skills/ competencies for each of the vocational education programs that are operated. Institutions were instructed to establish student mastery determination procedures and report student mastery of the identified essential occupational skills/competencies. The statewide results regarding occupational skill attainment indicated that in Fiscal Year 1996 eighty-six and seven-tenths percent (86.7%) (85.6% at the secondary level and 95.4% at the postsecondary level) of the completing vocational education students met the standard of eighty percent (80%) occupational skill attainment. Based upon the data submitted, fifteen (15) secondary and one (1) postsecondary eligible recipients will be implementing improvement efforts regarding this standard.

Standard I.4 The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/courses is equal to or greater than the proportion of their membership in the relevant district/institution population.

Each institution provides a special populations report to the Department, as a part of the local application to access Title II, Part C distribution funds. These reports provide data regarding the number of "special population" individuals in the general population, as well as individuals enrolled in vocational education. The current statewide participation rates of students with disabilities and those who are academically and economically disadvantaged are three and three-tenths percent (3.3%) disabled and sixteen percent (16%) disadvantaged students enrolled in vocational education as compared to thirteen and nine-tenths percent (13.9%) disabled and thirty-three and six-tenths percent (33.6%) disadvantaged individuals in the relevant population. Based upon Department data, twenty-nine (29) secondary and six (6) postsecondary eligible recipients will be implementing improvement efforts regarding increased participation for individuals with disabilities. In addition, twenty-three (23) secondary and two (2) postsecondary eligible recipients will be implementing improvement efforts regarding increased participation of individuals identified as being disadvantaged.

Standard I.5 The rate of placement of students who have enrolled in preparatory vocational education program/courses into employment, further training/education or military service will be eighty-five percent (85%).

As a part of the Department's regular vocational education data collection activities, each institution reports the results of their annual placement follow-up activities. This data was submitted to the Department for analysis by all institutions. The current statewide placement rate of vocational education exiters/completers is eighty-seven and two-tenths percent (87.2%). Based upon data received by the Department, eleven (11) secondary and six (6) postsecondary eligible recipients will be implementing improvement efforts regarding this standard.

PERFORMANCE STANDARDS FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

Standard II.1 All vocational education students enrolled in a supplemental vocational education program/course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.

Because of the Department's decision to restrict the application of the performance standards to those implicated by federal vocational education funding as indicated in the federal regulations, this standard would only be utilized if supplemental programs would benefit from federal vocational funding. Currently, supplemental vocational education programs do not benefit from federal vocational education funds.

PERFORMANCE STANDARDS FOR CORRECTIONS PROGRAMS

Standard III.1 The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.

Each of the correctional institutions were instructed by the Department to establish placement follow-up systems during Fiscal Year 1993 to be able to report client placement data. Each of the correctional institutions have established these systems and reported the following for youth and adults who participated in corrections programs and were released from incarceration:

- 69% of the adult participants exiting the Department of Corrections programs were placed in positive placements.
- 68% of the youth participants exiting the Division of Youth Services programs were placed in positive placements.

Both State agencies are implementing improvement efforts regarding this standard.

PERFORMANCE STANDARDS FOR PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, AND GIRLS/WOMEN AGES 14-25; AND PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

Standard IV.1 A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.

Each of the regional centers that have been funded with federal single parent or equity funds have established a computerized data system to provide the Department with the number of participants that are being served by their programs and services. This information has been forwarded to the Department for analysis by each of the regional centers. An analysis of the data indicates that from a statewide perspective this standard has not been met. As indicated in the "Single Parent, Displaced Homemaker and Single Pregnant Women" and "Sex Equity Programs" sections in this report, the vocational education enrollment of these populations was mixed with a five-tenth percent (0.5%) increase in single parents, displaced homemakers, and single pregnant women; and a thirty-four and three-tenths percent (34.3%) decrease in "nontraditional" students. Each of the regional centers will be implementing improvement efforts regarding this standard.

PERFORMANCE STANDARDS FOR COMMUNITY-BASED ORGANIZATION PROGRAMS

Standard V.1 The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization program/services.

During Fiscal Year 1996 community-based organization programs were not funded, therefore, this standard was not continued.

PERFORMANCE STANDARDS FOR CONSUMER AND HOMEMAKING PROGRAMS

Standard VI.1 The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.

During Fiscal Year 1996, the Family and Consumer Sciences Education Grant program under Title III, Part B was not funded, therefore, this standard was not continued.

PERFORMANCE STANDARDS FOR TECH PREP EDUCATION

Standard VII.1 The annual retention rate of students continuing to participate jn a tech prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).

The Department has funded fourteen (14) tech prep education consortia through the use of Title III, Part E funds. Two (2) of these consortia were in the developmental stage and did not have students that have been identified as participants in tech prep education during Fiscal Year 1996. The other consortia have reported student enrollment for the first time with retention rates. Based upon the data received by the Department the Statewide Tech Prep Education Consortia retention rates average eighty-four and three-tenths percent (84.3%). All of the consortia have met the standard.

SECONDARY, POSTSECONDARY, AND ADULT OCCUPATIONAL PROGRAMS, SERVICES, AND ACTIVITIES

TITLE II, PART C, SECTIONS 231-232

ACCOMPLISHMENTS

Missouri's vocational education delivery system provided a full-range of programs, services, and activities for individuals attending secondary and postsecondary/adult institutions during Fiscal Year 1996. The system was comprised of 438 local education agencies (LEAs). These LEAs included 417 comprehensive high school districts (52 with area vocational schools), one (1) state technical college which is also an area vocational school, 12 community college districts (4 with area vocational schools), 7 four-year institutions, and 2 state agencies. These LEAs offered course-work in Agricultural Education, Business Education, Family and Consumer Sciences Education, Health Occupations Education, Marketing and Cooperative Education, and Industrial Education. The course-work in these major occupational areas included more than 175 sub-areas as identified by the National Center for Education Statistics, "Classification of Instructional Programs."

In Fiscal Year 1996, $21,460,226 federal, $50,457,054 state, and $90,750,734 local funds were expended to support vocational education programs, services, and activities. Enrollment in vocational education programs included 124,899 secondary students, 55,855 postsecondary students, and 98,077 adults. Sixty-six and nine-tenths percent (66.9%) of individuals who exited vocational education course-work in Fiscal Year 1995 were available for employment, three and two-tenths percent (3.2%) were unavailable for employment, twenty-nine and nine-tenth percent (29.9%) continued their education and two and six-tenths percent (2.6%) enlisted in the armed forces of the United States. Eighty-seven percent (87%) of the students who were seeking gainful employment were employed/placed. Additional enrollment data is located in Appendix A, Tables I through X, and placement data is located in Appendix B, Tables I through IV of this report.

The Missouri vocational education delivery system provided the state's citizens and business/industrial community a mechanism to train a modern labor force and attract new and expanding business and industry. Its structure, scope, and organization has been diverse and extensive; yet flexible enough to meet the needs of individuals and the economic development needs of the business and industry community.

Of the basic grant, a total of $15,589,973 (including FY1995 carry-over funds) was allocated to the 438 local education agencies within the state, seventy-one percent (71%) ($11,113,298) to LEAs operating secondary vocational education programs and twenty-nine percent (29%) ($4,476,675) to LEAs operating postsecondary/adult vocational education programs. Based upon

the provisions of the Title II, Part C distribution, 16 postsecondary institutions met the minimum postsecondary distribution criteria and submitted continued local applications that were approved. Of the 16 approved local postsecondary applications, one (1) was from a school district operating significant adult vocational education programs, one (1) was from a state technical college, 12 were from community college districts, and two (2) were from four-year institutions providing vocational education associate degree programs. None of the remaining postsecondary institutions that did not meet the minimum distribution criteria requested waivers. Of the 438 comprehensive high school districts that provide secondary vocational education, 286 did not meet the minimum secondary distribution criteria. All of the secondary local education agencies decided to either establish themselves as a single district fiscal agent with an allocation above the minimum secondary distribution allocation, request a waiver to be a single district fiscal agent because they had an allocation below the minimum secondary distribution allocation, or form consortia with other local education agencies to collect their allocations with one (1) district serving as the consortium fiscal agent. These arrangements yielded 96 secondary local applications that were approved. One (1) local education agency chose not to participate in the secondary distribution during Fiscal Year 1996. Of the 96 approved secondary local applications, 53 were consortia of school districts that operated area vocational schools with other comprehensive high school districts not operating an area vocational school, three (3) were single fiscal agent school districts that operated an area vocational school, twelve (12) were consortia of comprehensive high school districts not operating area vocational schools, and 28 single fiscal agent comprehensive high school districts not operating area vocational schools. Of these arrangements, there were six (6) local education agencies that met the secondary minimum distribution waiver criteria and were granted waivers.

During Fiscal Year 1996, a total of $15,078,592 Title II, Part C distribution funds was expended by eligible recipients with approved local applications, $10,649,527 secondary and $4,429,065 postsecondary. The expenditures focused upon the five (5) state goals for the use of federal funds delineated in the 1995-96 Missouri State Plan for Vocational Education. These goals were:

1. To increase the rate of participation of and the quality of supportive services for individuals who are members of special populations within the vocational education delivery system.

2. To increase and improve the quality of the integration of academic and vocational education throughout the vocational education delivery system.

3. To expand and improve the quality of training and retraining opportunities of secondary and postsecondary students, and adults, including individuals who are members of a special populations, commensurate with labor market demands.

4. To improve the quality of vocational education programs, through improved alignment with the labor market, increased involvement of private sector

representatives, and the improvement of vocational education curricula, instructional materials, and instructional equipment.

5. To improve the quality of a comprehensive system of guidance, career planning, and placement services within the vocational education delivery system.

Of the total Title II, Part C distribution expenditures, $6,338,615 or forty-two and one-tenth percent (42.1%) was expended for supportive services for individuals who are members of special populations. These expenditures related to the established state goal number one for vocational education. For further detail as to the specific services provided and the numbers of individuals served, refer to the descriptions in sections "Special Populations" primarily; "Single Parent, Displaced Homemaker, and Single Pregnant Women"; and "Sex Equity Programs" in this report.

Of the total Title II, Part C distribution expenditures, $1,015,960 or six and seven-tenths percent (6.7%) was expended for the integration of academic and vocational education. These expenditures related to the established state goal number two for vocational education. For further detail as to these integration activities and accomplishments, refer to section "Integrating Applied Academics Into Vocational Education" in this report.

Of the total Title II, Part C distribution expenditures, $5,245,632 or thirty-four and eight-tenths percent (34.8%) was expended for program improvement activities at the local level. These expenditures related to the established state goals number three and number four for vocational education. Within this category of expenditures, eligible recipients focused on four (4) major program improvement activities. These were curriculum modification, development and/or purchase (50.9%), professional development and inservice (16.6%), equipment upgrade (31.8%), and local evaluation efforts (0.7%). The program improvement activities were also supported by $3,388,284 of local expenditures which greatly enhanced the responsiveness and quality of the vocational education delivery system in Missouri.

Of the total Title II, Part C distribution expenditures, $2,023,218 or thirteen and four-tenths percent (13.4%) was expended for guidance and placement services throughout the state. These expenditures related to the established state goal number five for vocational education. For further detail as to the accomplishments in this area, refer to section "Career Guidance and Counseling" of this report.

Of the total Title II, Part C distribution expenditures, $455,167 or three percent (3.0%) was expended for local administration purposes.

During Fiscal Year 1996, forty-seven (47) secondary, four (4) adult and five (5) postsecondary new vocational education programs were established, and twenty-two (22) secondary, six (6) adult, and one (1) postsecondary vocational education programs were expanded. In response to

the need for improved and more closely aligned vocational education programming to the labor market, eleven (11) secondary and no adult or postsecondary vocational education programs were closed during Fiscal Year 1996.

SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

TITLE II, PART B, SECTION 221

ACCOMPLISHMENTS

Overall vocational educational enrollment decreased from 280,673 to 279,598 (a decrease of 3.8%). Male enrollment increased by 5,551, while female enrollment decreased by 6,626. The percent of females enrolled dropped from 53.6% to 51.4%. Overall female enrollment decreased by 6,626 (4.4%). However, at the secondary level female enrollment increased by 452 (0.7%), while at the postsecondary level it was down 997 (3%) and at the adult level down by 6,081(12.4%). (Appendix D, Tables I and II.)

Single parent/displaced homemaker and sex bias funds served 13,320 individuals, of whom 12,682 were female The greatest number of clients in the single parent/displaced homemakers were served at the postsecondary and adult levels. Local education agencies served 6,179 single parents/displaced homemakers on the secondary, postsecondary, and adult levels. This represented an increase of 35 from the Fiscal Year 1995 when 6,144 individuals were served. The number of clients served in single parent/displaced homemaker programs is shown in Appendix D, Table III.

The program of services for single parents and displaced homemakers included outreach activities, orientation, assessment, evaluation, career decision-making, tuition, retention and support, follow-up and placement, transportation, and child care. Planned activities, including expected outcomes, were submitted to the Department by area vocational schools and community colleges, reviewed and approved for funding. The programs were evaluated during routine monitoring visits. Data were collected on the types of services received, Classification of Instructional Program (CIP) Codes, financial aid and demographic characteristics. In addition, follow-up data were collected 180 days after completion of the training program.

The services provided by category in relation to the total federal dollars expended for single parents and displaced homemakers are identified in Appendix D, Table IV. Of the total, $1,454,311 expended, the service categories were: $602,953 (41.5%) for certified staff salaries; $256,340 (17.6%) for non-certified salaries; $226,365 (15.6%) for tuition; $9,647 (0.7%) for child care services; $10,490 (0.7%) for administration; and $348,516 (24%) for other, including educational materials and transportation. The cost per participant or client was $235.36.

Forty percent (40%) of the set-aside funds were used to continue the operation of a network of seven (7) regional centers that provided comprehensive programs, services, and activities throughout the state. Through this network, the entire state was geographically accessible to

vocational education for the single parent/displaced homemaker populations. Four of the regional centers were housed in area vocational schools and three were housed in community colleges.

Additional set-aside funds were provided for the two large community college districts within the state (Metropolitan Community Colleges in Kansas City and the St. Louis Community College District in St. Louis County).

The amount of each award and the number of individuals served by the regional centers and the large community college districts are identified in Appendix E.

The second year of a two-year funding cycle showed funding categories as follows:

Statewide Projects:	Resource Centers	40%
	Resource Center/ Technical Assistance	3%
	Corrections	1%
	Standards and Measures	1%
District Proposals:	Area Vocational Schools	27.5%
	Community Colleges	27.5%

Additionally, local education agencies were funded in the following categories to insure sufficient size, scope, and quality of programming:

Districts operating area vocational schools with adult long-term enrollment above 100 (15 funded).

Districts operating area vocational schools with adult long-term enrollment below 100 (26 funded).

Institutions with postsecondary and/or adult enrollment of 700 or above (11 funded).

Institutions with postsecondary and/or adult enrollment of 25,000 or above (2 funded).

Some of the smaller local education agencies formed a consortium to better provide services for single parents, displaced homemakers, and single pregnant women in their region.

A statewide project was awarded funds as follows:

Name:	Project SERVE
Funding Agency:	University of Missouri-Columbia
Funding Level:	$43,356 (single parent/displaced homemaker)
	$62,895 (sex bias)

Contact Person:	Dr. Harley Schlichting
Project Objective:	Provide technical assistance and resources where Single Parent/Displaced Homemaker programs are conducted. Provide a computerized data collection software package, and a quarterly newsletter. Develop brochures, posters, and supplemental resources.

Technical assistance and professional development activities were planned and provided for statewide delivery, on a quarterly basis, to all single parent/displaced homemaker and sex bias program counselors. Professional affiliation with the administrative division of the Missouri Vocational Association was maintained. Approximately 30 coordinators and counselors participated in the association's professional development activities during Fiscal Year 1996.

Each regional center and special project submitted a quarterly and an annual report of activities, including evaluation summaries. Monitoring activities of projects were also conducted on an as-needed basis by Special Vocational Services section staff.

The availability of quality services provided by certificated vocational educators through the network of regional centers and the provision of program and service funds resulted in improved educational placements. The effectiveness of the assessment and orientation activities has resulted in an increased number of continuing clients. The provision of supportive services such as seminars on self-concept development, the relationship between family and work, career decision-making, study skills development, et cetera, has significantly increased the retention rate. The continuous contact and interest exhibited by regional center staff for clients has also contributed to the increased retention rate.

The statewide model was used in all local education agencies at the client intake phase for gathering client demographic data and the determination of greatest need. The forms for this model are included in Appendices F and G. This computerized model was used as a component part of the software package for data collection. The clients were ranked by assigning points either manually or by computer.

A special vocational project at the Chillicothe Correctional Center provided career information to incarcerated women. The focus of the project was to provide awareness and training for careers in trade and industry. Activities for the project were coordinated by Grand River Technical School, Chillicothe Correctional Center, and New Perspectives, Northwest Regional Center. The project served forty (40) women with classroom instruction on nontraditional jobs, vocational assessment and career counseling. Emphasis was placed on preparation for a number of nontraditional jobs for women. Classroom discussions concerned enrollment procedures for vocational programs and job placement in nontraditional careers. The funding level for Fiscal Year 1996 was $14,195.

In addition, Fiscal Year 1996 was the eighth year for Missouri House Bill 1465, which provided state appropriated funds for tuition fee waivers for the training of displaced homemakers who were in need of entering or re-entering paid employment. A total of $97,871 was spent on this program to grant fee waivers to 318 women.

SEX EQUITY PROGRAMS

TITLE II, PART B, SECTION 222

ACCOMPLISHMENTS

During Fiscal Year 1996, 7,141 students, 4,861 secondary, 1,390 postsecondary, and 890 adults received services provided by Sex Equity Funds. This was a decrease of 2,287 students from Fiscal Year 1995. The breakout, by level, is provided in Appendix H, Table I. Of the 7,141 students served, 6,657 were nontraditional females and girls/women ages 14-25; and 484 were nontraditional males. A listing of nontraditional programs with significant enrollment of females and males is provided in Appendix H, Tables II and III.

Funding categories were as follows:

Statewide Projects	
Resource Center/Technical Assistance	10%
Nontraditional Technical Assistance	7%
Nontraditional Satellite Program	10%
Standards & Measures Project	1%
Local Districts	
Area Vocational Schools	36%
Community colleges	36%

Nontraditional programs were funded in 43 area vocational schools and community colleges with a total expenditure for the year of $668,783.

The program of services in the sex equity area included outreach activities, orientation, assessment, evaluation, career decision-making and exploration, tuition, retention and support, follow-up and placement, transportation and child care. Planned activities including expected outcomes were submitted to the Department by area vocational schools and community colleges, reviewed, and approved for funding. The programs were evaluated during routine monitoring visits. Data were collected on the number of nontraditional males and females, the types of services provided, Classification of Instructional Program (CIP) Codes, financial aid, and demographics. A follow-up was conducted 180 days after the end of the training period.

The services provided, by category, in relation to the total federal dollars expended for sex equity activities are identified in Appendix H, Table IV. Of the total $668,783 expended, the service categories were: $131,082 (19.6%) for certificated staff salaries; $114,055 (17.1%) for non-certificated staff salaries; $150,881 (22.6%) for tuition; $264,274 (39.5%) for other services

including educational materials, advertising, and transportation; $3,400 (0.5%) for child care, and $5,091 (0.8%) for administration. The cost per participant or client was $93.65.

STATEWIDE PROJECTS

CHANGING CHANNELS - Linn Technical College

In an effort to encourage high school girls to pursue a career in high tech fields, a series of interactive teleconferences highlighting successful women in high tech, nontraditional jobs has been produced for the past six years. All of the programs are available on tape and may be purchased or borrowed from Project SERVE, the Sex Equity Resource Center. The 1996 teleconference, *"Changing Channels Drives into Workforce 2000: Automotive Technology,"* was broadcast to approximately 300 sites and reached 4,000 students.

The funding level was $62,227.

PROJECT ENTER - University of Missouri-Columbia

The goal of Project ENTER (Educating for Non-Traditional Employment Roles) is to build awareness and enhance the image of nontraditional vocational opportunities. Through the production and distribution of brochures, posters, flyers, newsletters, and advertisements, Missouri's vocational education directors, instructors, counselors, prospective students, and the general public were encouraged to change the stereotypical perceptions of nontraditional careers and occupations. An annual contest (The Breaking Tradition Awards) recognized and honored two secondary (one male and one female) and two postsecondary (one male and one female) students who excelled in educational fields nontraditional to their gender.

The funding level of $49,559.

SERVE/STANDARDS AND MEASURES - University of Missouri-Columbia

Project SERVE (Sex Equity Resources for Vocational Education) maintained a collection of video tapes, workshop topics, and print materials to assist vocational schools in achieving gender equity. During the past year, the project provided technical assistance at the regional, state, and national levels. A statewide data collection system for all programs serving displaced homemakers, single parents, single pregnant women, nontraditional males and females, and girls and women ages 14-25 was maintained. A toll-free telephone number provided access to information and resources.

The funding level was $106,251 ($62,895 sex bias funds and $42,586 single parent funds).

The Standards and Measures project included the implementation of a self-study for local programs funded through Title II funds and the dissemination of the results of that study.

The funding level was $20,418 ($6,223 sex bias funds and $14,195 single parent funds).

A summary of the statewide sex equity projects is shown in Appendix I of this report.

CRIMINAL OFFENDERS

TITLE II, PART B, SECTION 225

ACCOMPLISHMENTS

The Department of Corrections provided support services at two (2) locations. Guidance and counseling services were provided to 408 inmates at the Boonville Correctional Center and the Western Missouri Correctional Center.

Guidance, counseling, career development, and placement services were provided by the Division of Youth Services for 1,737 youth at four (4) of their institutions.

Both agencies provided counseling and workplace readiness instruction within their participating institutions, however, both experienced difficulty in keeping professional positions filled due to a shortage of trained counselors and low salaries. As a result, certified vocational education instructors were approved to teach the workplace readiness classes.

The participating correctional institutions during Fiscal Year 1996 were:

DEPARTMENT OF CORRECTIONS
P. O. Box 236
Jefferson City, Missouri 65102

Boonville Correctional Center
Boonville, Missouri

Western Missouri Correctional Center
Cameron, Missouri

DIVISION OF YOUTH SERVICES
P. O. Box 447
Jefferson City, Missouri 65102

Northwest Regional Youth Center
Kansas City, Missouri

St. Louis Regional Youth Center
St. Louis, Missouri

Southwest Regional Youth Center
Springfield, Missouri

W.E. Sears Youth Center
Poplar Bluff, Missouri

SPECIAL POPULATIONS

TITLE I, PART B, SECTION 118

ACCOMPLISHMENTS

DISABLED - SECONDARY LEVEL

During Fiscal Year 1996, 223 local education agencies were involved in providing supportive services to 5,700 secondary students with disabilities who were mainstreamed into vocational education programs throughout the state. These services included:

- guidance, counseling, career development, and placement services to ensure that students are placed in appropriate vocational education programs, assisted to successfully complete the training provided in their vocational education programs, and transition successfully from school to employment or further training;
- vocational resource educator (VRE) services to facilitate the mainstreaming process;
- basic skills instructors to provide instruction in mathematics, reading, and writing skills essential for successful completion of vocational training programs;
- professional supplemental instructors to provide the additional instruction necessary for students with disabilities to succeed in their vocational education programs; and
- vocational teacher aides, interpreters, readers, and notetakers to provide additional services, as needed.

Materials, supplies, and equipment were also provided to ensure success in vocational education for secondary students with disabilities.

In Fiscal Year 1996, the number of students with disabilities served in secondary vocational education programs continued to increase. Significant accomplishments were made with this population of students through the utilization of the Vocational Resource Educator (VRE) Model in the area vocational schools. VREs are charged with responsibilities involving recruitment; assessment to determine the least restrictive environment; placement into the full-range of vocational education programs depending on interests, aptitudes, and abilities; and career development which includes assistance in transition from school to work. The Division of

Vocational and Adult Education and the Division of Special Education cooperate to provide funding, inservice, and technical assistance for local education agencies utilizing the VRE model. In addition, both divisions provide extensive technical assistance to local education agencies

throughout the state in the development of coordinated special education and vocational education Individual Education Plans (IEPs) for students with disabilities.

Examples of some of the more successful activities, during Fiscal Year 1996, have been:

- vocational resource educators, a non-teaching professional staff member, served as resource persons in the process of mainstreaming students with disabilities. The VREs assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. The VREs also acted as a liaison with other school personnel to help students with disabilities make the transition from school to employment or further training.
- basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher, and when concurrently students with disabilities were enrolled in vocational education programs.
- supplemental professional instructors assisted regular vocational education teachers to provide the additional instruction that students with disabilities require to succeed in their vocational education programs.
- vocational teacher aides provided assistance to regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

DISABLED - POSTSECONDARY/ADULT LEVEL

During Fiscal Year 1996, 51 local education agencies were involved in providing supportive services to 1,417 postsecondary/adult students with disabilities who were mainstreamed into vocational education programs throughout the state. Basically, the same types of support services that were used at the secondary level were also provided to postsecondary/adult students with disabilities. Postsecondary/adult students with disabilities enrolled in vocational education programs at area vocational schools or postsecondary institutions received services provided by a VRE. The VREs who served postsecondary/adult students with disabilities worked closely with vocational rehabilitation counselors throughout the state to provide needed support services. At postsecondary institutions, a variety of special counseling services, including outreach, were provided. Many of these sites also operated approved programs to provide resource assistance, including basic skills instruction, recruitment services, appropriate vocational education program placement, and job placement assistance. As with the secondary level students with disabilities, the more successful activities, during Fiscal Year 1995, included:

- vocational resource educators which served as resource persons in the process of mainstreaming students with disabilities. They assisted with vocational education program placement, goal setting, curriculum modification, and acquisition of resource materials. They also acted as a liaison with other school personnel to help students with disabilities make the transition from school to employment or further training.
- basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher and when students with disabilities were concurrently enrolled in vocational education programs.

LIMITED ENGLISH PROFICIENT (LEP) - SECONDARY LEVEL

During Fiscal Year 1996, 63 secondary limited English proficiency (LEP) students were provided interpreters and bilingual tutors utilizing Title II, Part C secondary distribution funds. These services, as well as other supplementary services were provided for LEP students in conjunction with secondary disadvantaged students.

LIMITED ENGLISH PROFICIENT (LEP) - POSTSECONDARY/ADULT LEVEL

Special services for 297 postsecondary/adult limited English proficiency (LEP) students were provided by area vocational schools and community colleges. As with secondary LEP students, postsecondary/adult LEP students were served in conjunction with supportive services provided for postsecondary/adult disadvantaged students.

Special guidance, counseling, career development, and placement services were provided to postsecondary/adult LEP students for the purposes of recruitment into vocational education programs. Vocational assessment was also provided, together with career development activities. After formal vocational education training, the LEP students were provided extra help in making the transition from school to work.

DISADVANTAGED (EXCLUDING LEP) - SECONDARY LEVEL

During Fiscal Year 1996, 267 local education agencies provided supportive services for 18,628 secondary disadvantaged students throughout the state in mainstreamed vocational education programs. Secondary disadvantaged students were provided guidance, counseling, career development, and placement services to assist them to succeed in completing training in vocational education programs. These students also benefited from basic skills instruction that was provided in cooperation with the regular vocational education teacher and when they were

concurrently enrolled in vocational education programs. Services such as professional supplemental instructors and vocational education teacher aides were utilized to provide these students with assistance in the classroom. In addition, extra or supportive materials, supplies, and equipment were provided. Secondary disadvantaged students participated fully in a wide range of vocational education programs. Special assistance was provided through guidance, counseling, career development, and placement services. The provision of information regarding opportunities available in vocational education began the recruitment activities. Vocational assessment was provided to help determine appropriate vocational education program placement, and student progress was monitored throughout the educational process. The services culminated with special assistance in the job/educational placement process.

Guidance, counseling, career development, and placement services assisted in ensuring that disadvantaged students were placed in appropriate vocational education programs, significantly helped them to successfully complete the training in vocational education programs, and transitioned them from school to employment or further training. Specific services in these areas included vocational assessment, occupational orientation, acquisition of career awareness and exploration materials, dropout prevention, outreach, placement and follow-up, and other essential services which were identified by the local education agencies.

Basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. Instruction was provided in cooperation with the regular vocational education teacher and disadvantaged students were concurrently enrolled in vocational education programs.

Supplemental professional instructors helped the regular vocational education teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs.

Vocational teacher aides assisted the regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helping with competency testing.

One (1) extremely successful activity to assist disadvantaged individuals was the establishment of "at-risk" student centers. An explanation of these centers is contained in Appendix J of this report.

DISADVANTAGED (EXCLUDING LEP) - POSTSECONDARY/ADULT LEVEL

During Fiscal Year 1996, 69 local education agencies provided supportive services for 18,482 postsecondary/adult disadvantaged students in mainstreamed vocational education programs throughout the state. Postsecondary/adult disadvantaged students received special services at

community college sites and at area vocational schools. Guidance, counseling, career development, and placement services were also provided to assist in recruitment, orientation, assessment, appropriate placement into vocational education programs, and the employment process. Specific services in these areas included vocational awareness, occupational orientation, acquisition of career awareness and exploration materials, dropout prevention, outreach, placement and follow-up, and other essential services identified by the area vocational schools and the community colleges. Special services were provided during the training process and were followed by assistance in transition from school to work. Basic skills instructors provided individual or small-group instruction in mathematics, reading, and writing skills essential for successful completion of training in vocational education programs. This instruction was provided in cooperation with the regular vocational education teacher and concurrently when disadvantaged students were enrolled in vocational education programs. Supplemental professional instructors helped the regular vocational education teachers provide the additional instruction that disadvantaged students require to succeed in their vocational education programs. Vocational teacher aides assisted the regular vocational education teachers by reinforcing instruction, monitoring students at work stations in laboratories, and helped with competency testing.

VOCATIONAL PREPARATION PROGRAMS

State vocational education funds were used to provide vocational preparation (VoPrep) programs for secondary students who are disadvantaged or have disabilities. These programs were designed to help students acquire entry-level skills needed to succeed in existing vocational education programs at the eleventh and twelfth grade levels. These programs served 1,133 disadvantaged students and 528 students with disabilities during Fiscal Year 1996. Twelve (12) local education agencies (LEAs) operated programs that provided vocational preparation services to these students with special needs.

STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

TITLE II, PART A, SECTION 201

ACCOMPLISHMENTS

The activities funded under state leadership primarily focused on two (2) areas. These were state directed curriculum and professional development.

The Department directed several curriculum development projects during Fiscal Year 1996. Nine (9) curriculum guides were updated and revised for use with individuals who are enrolled in vocational education programs. Also, two (2) mediated curriculum were developed which provided video modules for specialized instruction in teacher education. In addition to these specific curriculum development projects, competency profiles identifying specific occupational duties and tasks were developed in five (5) occupational areas.

The professional development/inservice activities, which the Department coordinated to assist vocational educators, included primarily the provision of regional and statewide inservice workshops, conferences, and programs; the alignment of and implementation of preservice programs and seminars; and the provision of inservice courses. During Fiscal Year 1996, one (1) annual statewide vocational education conference was held involving 326 topical sessions with a total attendance of over 3,462 vocational educators. In addition, 94 state directed individual workshops, courses, conferences, and institutes, including over 132 topical sessions were provided to assist vocational education administrators and program/service area specific teachers, counselors, and placement specialists in improving the delivery of vocational education programs, services, and activities within the state. Throughout the year, more than 3,874 vocational education teachers and administrators participated in this wide variety of professional development activities.

In addition to the above mentioned activities, the state's service delivery areas private industry councils and vocational education administrators engaged in a variety of collaborative efforts during Fiscal Year 1996. Examples of activities that have continued to achieve improved coordination include:

1. Duel membership on advisory committees,
2. Use of the same assessment systems,
3. Joint annual local plan development,
4. Unified outreach and intake of participants, and
5. Cooperative operation of training programs and services.

The Department has encouraged and promoted this collaborative activity. Additionally, the Department and the Division of Job Development and Training have jointly developed and promoted an outline to provide guidance to both state agencies and local operators in meeting the mandatory coordination requirements of their respective legislation. This outline was disseminated to all agencies receiving federal employment training and vocational education funds within the state. Local education agencies within each service delivery area have been asked to enter into a written agreement with their private industry council to coordinate, share information, and conduct joint planning; as well as other collaborative efforts.

Another significant activity regarding state leadership has been the development and implementation of local evaluation systems to determine the effectiveness of vocational education program delivery at the local level. Prior to Fiscal Year 1992, the Department conducted several inservice workshops to assist vocational education administrators with the development and implementation of local evaluation systems. Through the local application process, local education agencies described, for the Department's approval, the evaluation systems that were currently being utilized. These systems provide for effective monitoring of vocational education programs, services, and activities and enable local education agencies to determine necessary alteration and resource direction to provide appropriate delivery of vocational education. In addition, in 1990 the Department implemented a unified district-level on-site review process which includes a review of vocational education programming through the use of specific resource, process, and performance standards. This process has been titled the Missouri School Improvement Program. A complete explanation of this program is contained in Appendix K of this report. During Fiscal Year 1996, eighty-nine (89) local education agencies that operate vocational education programs throughout the state were reviewed, deficiencies were identified, and improvement plans were developed.

COMMUNITY BASED ORGANIZATIONS

TITLE III, PART A, SECTION 301 - 302

ACCOMPLISHMENTS

During Fiscal Year 1996, funding for community-based organization programs and services was not continued, therefore, the Department has no accomplishments to report in this area.

CONSUMER AND HOMEMAKING EDUCATION

TITLE III, PART B, SECTION 311 - 313

ACCOMPLISHMENTS

In January 1, 1995, all affiliated national groups involved in Consumer and Homemaking Education changed their reference to this instructional area to Family and Consumer Sciences Education, therefore, with the exception to the title of this section, all reference to Consumer and Homemaking Education will be made as Family and Consumer Sciences Education.

The mission of the Family and consumer science education program is to improve the quality of individual and family life skills as well as to enhance employability skills. Vocational Family and Consumer Sciences Education empowers individuals and families across the life span to manage the challenges of living and working in a diverse, global society. The relationship between work and family is its unique focus.

Areas of instruction are provided for youth and adults in traditional classrooms settings, as well as in community centers and outreach centers. These include food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

DISTRIBUTION OF FUNDS

A recession bill eliminating the line-item funding (Title III, Part B) for consumer and homemaking education was passed on July 21, 1995. This resulted in eliminating funding that has been disseminated on a competitive grant basis for use at the local level. These funds have been used to implement new programs, encourage improvement, expansion, and for the updating of existing programs and services. The result of this action has been a reduction in program participation and program offerings and is reflected in this report.

During Fiscal Year 1996, there were 689 teachers in 389 school districts with Department approved secondary vocational family and consumer sciences education programs in grades 9-12. These programs served 65,885 students or twenty-six percent (27%) of the total 252,760 secondary students in Missouri. The Fiscal Year 1996 enrollment in all family and consumer sciences education programs within the state totaled 94,107. There were 6 fewer teachers reported for 1996 and four fewer approved programs due to a shortage of teachers available, however the enrollment in programs increased by one percent (1%). An enrollment summary by program is provided at the end of this section of the report.

At the consumer homemaking adult level, the loss of funding resulted in serving only 644 adults during FY 96 as compared to 7,000 adults in Fiscal Year 1995. Program priorities were consumer education (including resource management), family living and parenthood education, and food and nutrition. One community college offers a postsecondary family and consumer sciences education degree program.

Outreach programs eliminated as a result of the rescinded funding were: 1) one-and two-hour workshops on nutrition and consumer education in the St. Louis Inner City Housing Projects; 2) instruction in daily life skills including parenting, consumer education, nutrition and food preparation and job seeking skills program at St. Patrick's Center for the homeless in St. Louis; 3) elimination of two staff positions in a model Eldercare program at Southeast Missouri State University in Cape Girardeau; and 4) elimination of six Work and Family programs which served over 300 adults at their work site in fiscal year 1995 by presenting seminars on balancing work and family issues including parenting, time management, child care, stress, money management, and wellness.

Improving the quality of child care in Missouri has been a priority since the mid -1980s. The numbers of child care providers seeking training has continued to increase significantly. Federal funds have been combined with state funds during Fiscal Year 1996 to provide inservice training sessions attended by 10,331 child care workers and providers. This included seven percent (7%) males, ninety-three percent (93%) females and nine percent (9%) disadvantaged/ disabled. These training sessions are from one (1) to four (4) hours in length.

STATE LEADERSHIP

State leadership was instrumental in providing personnel activities, and providing technical assistance for improved classroom instruction. A two-day workshop, "Understanding Family Diversity: Research and Implications for Education", was attended by 57 teachers. State leadership was provided for the annual vocational education inservice conference for 381 family and consumer sciences educators. Program emphasis included working with special needs students, computer-assisted instruction, critical thinking skills, implementing School-to-Work, integrating key skills in the classroom, consumer education, nutrition education, child-care providers training, implementing programs for pregnant and parenting teens, curriculum updates, and understanding family diversity.

FHA/HERO ACTIVITIES

Leadership development was provided for student members and advisors through Future Homemakers of America. There were 356 chapters with a membership of 12,480 during Fiscal Year 1996. One hundred seventy (170) members and advisors participated in the National Leadership Meeting in St. Louis, Missouri. Six hundred eighty- seven (687) members and advisors participated in the fall Cluster Meetings in Birmingham, Alabama, Buffalo, New York,

Wichita, Kansas, and Albuquerque, New Mexico. Approximately sixteen hundred, (1,600) students, advisors, and guests attended the annual State Leadership Conference in Columbia, Missouri. There were thirty-five (35) chapters recognized during the State Leadership Conference for completing Student Body; Families and Futures; Financial Fitness; FACTS (Families Acting for Community Traffic Safety); Intergenerational Program; and/or Community Service Award projects. Thirty-one (31) students were recognized for completing five (5) Power of One modules. Two (2) advisors received recognition for being a Master Advisor and three (3) advisors received the Chapter Advisor Service Awards. Approximately 355 FHA/HERO members participated in State STAR (Students Taking Action with Recognition) Events during the State Leadership Conference. Two hundred fifty-four (254) members, advisors, and parents participated in the A+ Conference at the Lake of the Ozarks. Missouri Alumni & Associates membership for Fiscal Year 1996 was sixty-five (65). Alumni & Associates members evaluated STAR Events and sponsored two scholarships for members to attend a Public Speaking Camp. Forty-nine (49) members participated in the June FFA (Future Farmers of America) Public Speaking Camp.

TITLE II, PARTS A & B

VOCATIONAL EDUCATION IMPROVEMENT, INNOVATION, AND EXPANSION PROGRAM

OCCUPATIONAL

The mission of occupational programs is to emphasize the acquisition of competencies needed for securing and holding paid employment at the entry and advanced levels. These programs are developed from family and consumer sciences education subject matter areas to meet the unique requirements of career paths and the specific vocations. A summary of the Fiscal Year 1996 enrollment and follow-up for these programs is provided at the end of this section of the report. There were six (6) outreach programs which provide short-term adult education classes for child care providers in the state. This outreach effort has continued to grow at a rapid rate with the increased education requirements and growth in the number of child care providers. Of the over ten thousand individuals enrolled in classes; eight percent (8%) were males.

Eleven (11) community colleges offer postsecondary occupational family and consumer sciences education programs.

NUMBER OF VOCATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION STUDENTS SERVED IN GRADES 9-12, FISCAL YEAR 1996 *

Title	Total	Male	Female	Black	White	Other	Disad.	Disab.
Comprehensive Cons. & Homemaking	6,457	1,936	4,521	358	6,018	81	2,108	625
Child Development, Care & Guidance	11,266	2,287	8,979	628	10,470	168	1,938	509
Clothing & Textiles	3,887	560	3,327	230	3,583	74	806	237
Consumer Education	3,228	1,291	1,937	229	2,912	87	697	216
Family & Indi. Health	6,523	2,655	3,868	300	6,184	39	1,318	287
Family Living & Parenthood	9,685	2,993	6,692	533	8,959	193	1,952	407
Food & Nutrition	19,898	8,646	11,252	1,627	17,923	348	3,278	1,230
Home Management	461	31	430	0	460	1	89	76
Housing, Home Furnishings & Equip.	2,240	652	1,588	40	2,155	45	603	148
Cons. & Homemaking, Other	2,240	889	1,351	74	2,148	18	388	152
Totals	65,885	21,940	43,945	4,019	60,812	1,054	13,177	3,887

*Enrollment data is for approved programs.

NUMBER OF STUDENTS SERVED IN OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAMS IN FISCAL YEAR 1996

Program	Secondary	Postsecondary	Adult	Total
Child Care Aide/Assistant	440	N/A	82	522
Child Care Management	N/A	1,664	10,231	11,895
Commercial Garment & Apparel	62	N/A	N/A	62
Fashion/Fabric Consultant	96	49	N/A	145
Food Production, Management, & Service, General**	8	4	42	54
Dietetic Aide/Assistant	N/A	393	105	498

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NUMBER OF STUDENTS SERVED IN OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION PROGRAMS IN FISCAL YEAR 1996

Program	Secondary	Postsecondary	Adult	Total
Home Furnishings & Equipment Management	N/A	42	100	142
Interior Architecture	N/A	142	N/A	142
Custodial Services	33	35	412	480
Vocational Family and Consumer Sciences, Other	129	800	N/A	929
TOTALS	768	3,129	10,972	14,869

**Effective July 1, 1992, Vocational Food Service Programs were reassigned from the Family and Consumer Sciences Education Section to the Industrial Education Section.

EMPLOYMENT STATUS FOR 1995 SECONDARY GRADUATES
(Data Collected in Fiscal Year 1996)

Program	Exiters	Employed Related Job	Employed Unrelated	Continued Education	Not Employed	Military	Other*
Child Care Aide	326	47	104	77	28	3	67
Fashion/Fabric	13	0	6	1	2	0	4
Food Production, Management**	8	1	3	2	0	1	1

*Students who were not available for employment and status unknown.

**Effective July 1, 1992, Vocational Food Service Programs were reassigned from the Family and Consumer Sciences Education Section to the Industrial Education Section.

EMPLOYMENT STATUS FOR 1995 POSTSECONDARY GRADUATES
(Data collected in Fiscal Year 1996)

Program	Exiters	Employed Related Job	Employed Unrelated	Continued Education	Not Employed	Military	Other*
Interior Design	20	12	3	0	1	0	4
Child Care Mgmt.	155	99	13	10	6	0	27
Food Production, Management	5	4	1	0	0	0	0
Dietetic Assistant	10	6	1	0	2	0	1
Vocational Family & Consumer Sciences	90	25	15	16	6	0	28

*Students who were not available for employment and status unknown.

TECH PREP

TITLE III, PART E, SECTION 341-347

ACCOMPLISHMENTS

In Fiscal Year 1996, fourteen (14) one-year Tech Prep Education demonstration sub-grants were approved. Each of the following local education agencies received $180,000 demonstration subgrants:

Bootheel Tech Prep Consortium
Three Rivers Community College
2080 Three Rivers Boulevard
Poplar Bluff, Missouri 63901

Construction Apprenticeship Tech Prep Consortium
105 West 12th Avenue
North Kansas City, Missouri 64116

Crowder College Tech Prep Consortium
Crowder College
601 Laclede Avenue
Neosho, Missouri 64850

East Central Missouri Tech Prep Consortium
East Central College
P. O. Box 529
Union, Missouri 63084

Heart of the Ozarks Tech Prep Consortium
Heart of the Ozarks Technical Community College
815 North Sherman
Springfield, Missouri 65802

Heart of Missouri Tech Educ Consortium
State Fair Community College
3201 West 16th Street
Sedalia, Missouri 65301

Mid-Missouri Tech Prep Consortium
Linn Technical College
One Technology Drive
Linn, Missouri 65051

Mid Rivers Tech Prep Consortium
Pike/Lincoln Technical Center
P. O. Box 38
Eolia, Missouri 63344

Moberly Area Community College Tech Prep Education Consortium
Moberly Area Community College
101 College
Moberly, Missouri 65270

North Missouri Tech Prep Consortium
North Central Missouri College
1301 Main Street
Trenton, Missouri 64683

NW Missouri Tech Prep Consortium
High Tech Training Resource Center
The Metropolitan Community College
3200 Broadway
Kansas City, Missouri 64111

St. Louis Area Tech Prep Consortium
Forest Park Community College
5600 Oakland Avenue - F324
St. Louis, Missouri 63110

Jefferson County Tech Prep Consortium
Jefferson College
1000 Viking Drive
Hillsboro, Missouri 63050

Southeast Missouri Tech Prep Consortium
Mineral Area College
P. O. Box 1000
Park Hills, Missouri 63601

Proposers were required to address the following program requirements:

- Be carried out under an articulation agreement between the participants in the consortium;
- Consist of the two (2) years of secondary school preceding graduation and two (2) years of higher education, or an apprenticeship program of at least two (2) years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field;
- Include the development of Tech Prep Education program curricula appropriate to the needs of the consortium participants;
- Include inservice training for teachers that is designed to train teachers to effectively implement Tech Prep Education curricula, provide for joint training for teachers from all participants in the consortium, and may provide such training in weekend, evening, and summer institutes or workshops;
- Include training programs for counselors designed to enable them to more effectively recruit students for Tech Prep Education programs, ensure that such students successfully complete such programs, and ensure that such students are placed in appropriate employment;
- Provide equal access to the full range of technical preparation programs to individuals who are members of special populations, including the development of Tech Prep Education program services appropriate to the needs of such individuals; and
- Provide for preparatory services which assist all participants in such programs.

Of the 14 Tech Prep Education consortia approved, nine (9) are rural; four (4) are urban and one (1) is rural and urban. The nine (9) rural consortia are located at Linn, Sedalia, Trenton, Union, Park Hills, Poplar Bluff, Moberly, Hillsboro and Neosho. The urban consortia are Kansas City, Springfield, St. Louis and North Kansas City. The only rural/urban consortium is located at Eolia.

Planning for Tech Prep programs between secondary and postsecondary institutions is primarily conducted at the consortium level. The state goal is "to develop strong comprehensive links between secondary schools and postsecondary educational institutions for the development and implementation of programs designed to provide tech prep educational career paths leading to a two-year associate degree or an apprenticeship program that focuses on high-skill technical occupations".

Each consortium utilizes an administrative advisory committee to address the needs of students in each participating district. The committee is required to seek and utilize input from representatives of business, industry and labor unions.

Some of the major activities and accomplishments of the Tech Prep Education initiatives during Fiscal Year 1996 include:

- A statewide Tech Prep Education conference co-sponsored by the Missouri Department of Elementary and Secondary Education and the University of Missouri-Columbia. General session speakers for the November 17-19, 1996, conference held at the Marriott Tan-Tar-A in Osage Beach, addressed the areas of articulation, applied courses and school-to-work initiatives. The 1,300 attendees represented high school and community teachers, high school principals, area school directors, school superintendents, community college deans, business representatives, students, and other individuals interested in Tech Prep Education.
- The conduct of bi-monthly Tech Prep Education coordinator meetings to keep the lines of communication open, share ideas and concepts and materials that work, deal with common program barriers, and plan conferences and workshops within each consortium and at the State level.
- The distribution of 72,000 copies of the planning edition of the American Careers magazine were distributed to comprehensive high schools. This publication was used as a supplemental classroom resource for students in the 9th and 10th grades. Its purpose was to provide career information to guidance counselors and teachers to help students discover that academic knowledge, technical skills and problem-solving abilities are absolutely necessary in the work world. Articles focused on self-awareness, career exploration, career planning, applied academics and employability skills. A teacher's guide was included with the publication. The activities in the guide integrate the articles with instructional programs designed to stimulate intellectual processes and develop knowledge and skills in areas of critical thinking, problem solving, goal setting, career awareness, self-awareness, self-esteem, and self-discipline. Comments from principals, guidance counselors and teachers indicate a strong support to continue providing the American Careers magazine.
- The expansion of the Construction Apprenticeship Tech Prep Consortium in the Raytown School District to include established agreements with twenty-four (24) Missouri area vocational schools; one (1) Kansas City, Kansas, area vocational school and four (4) comprehensive high schools which are not served by an area vocational school. The apprenticeship agreements are in the following areas: Building Trades, Welding, Electronics, Heating/Cooling, Cabinetmaker/Mill Worker, Construction Technology, Carpenters, Cement Masons, Bricklayers, Ironworkers, Electricians and Laborers. Five (5) additional apprenticeship committees joined the consortium during
- Fiscal Year 1996 - Printers, Pipefitters, Plumbers, Roofers Local 20-20B and Sheet Metal Workers. The Operating/Stationary Engineers have also expressed an interest in

becoming a member of the consortium. It was reported that the consortium conducted thirty-two (32) school/community awareness programs which involved some 1,121 participants. The Construction Apprenticeship Tech Prep Consortium continues to generate significant interest from across the nation.

- A career path counseling kit (goals-guided occupational access leading to success) was developed by the Mid-Rivers Tech Prep Consortium at Eolia. The kits, which contain brochures and/or information sheets from vocational-technical schools, apprenticeship training institutions, trade-technical institutions and community colleges from northeast and north central Missouri, are to be used by students, teachers and counselors in the consortium schools.
- A technology exposition was conducted by the Heart of Missouri Technical Education Consortium in Sedalia. Some 500 vocational students and instructors attended the presentations made by thirty-two (32) different organizations from Sedalia, St. Louis, Springfield and Kansas City, Missouri. Topics addressed were relevant to business, health and industrial/technical career choices.
- A drive-in conference on career pathways was offered by the Southeast Missouri Regional Tech Prep Consortium in Park Hills. This conference addressed career awareness activities, career exploration activities and career pathways.
- Workshops in the area of applied academics were conducted by several of the Missouri Tech Prep consortia.
- The Southeast Missouri Tech Prep Consortium at Park Hills developed and implemented strategies to encourage college faculty to make contextual changes in courses offered by their respective institutions. Mineral Area College implemented contextual teaching strategies in the entry courses of Biology and Physics.
- The Jefferson County Tech Prep Consortium at Hillsboro implemented a project for curriculum implementation and enhancement in secondary schools. The project implemented applied academics in secondary schools in the consortium so students are better prepared academically to enter postsecondary education and training and in doing so decrease the general track offering at the secondary level.
- The Construction Apprenticeship Tech Prep Consortium in Raytown conducted an onsite experience for vocational school instructors by offering summer internship grants. The goal of the grant was to provide an opportunity for area school construction trades instructors to have an onsite experience with contractors who are described as commercial builders and employ apprentice and completers of registered apprenticeship programs. Fifteen (15) instructors took advantage of this internship program.

INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL EDUCATION

TITLE I, PART B, SECTION 116; TITLE II, PART A, SECTION 201;
AND TITLE II, PART C, SECTIONS 235 AND 240

ACCOMPLISHMENTS

With the passage of the Carl D. Perkins Vocational and Applied Technical Education Act came the opportunity for schools across the nation to affect real educational reform. The Act required that funds be used to provide vocational education programs that integrate academic and vocational education through a coherent sequence of courses or instruction that enable students to achieve both academic and occupational competencies.

Within Missouri, school districts and institutions developed specific strategies to provide for the integration of academic and vocational education. These strategies included remedial courses or instruction, applied academic courses, applied academic instruction which was incorporated into the vocational education program, and cooperative implementation of integrated instruction by academic and vocational teachers, and collaboration among academic and vocational education teachers to coordinate instruction.

The Department maintained membership in seven (7) applied academic curricula development consortia to assist schools with the integration of academic and vocational education. The six (6) areas of applied academic curricula provided by these consortia are as follows:

- Applications in Biology/Chemistry is designed to present the scientific fundamentals of biology and chemistry that provide a foundation for careers in technology, health, agriculture/agribusiness and home economics. The course employs student activities that relate to work and can be presented as a one-year science course. The materials are suitable for secondary students or for returning adults.
- Applied Communication is designed to help students develop and refine job-related communications skills: reading, writing, listening, speaking, problem-solving, visual, and nonverbal skills. This curriculum can be offered as an alternative to traditional English courses.
- Applied Mathematics is designed to help vocational education students and others develop and refine job-related mathematic skills. The overall course includes material that focuses on arithmetic operations, problem-solving techniques, estimation of answers, measurement skills, geometry, data handling, simple statistics, and algebraic formulas to solve problems. Though the text includes some material found in traditional areas of arithmetic, geometry, algebra, and simple trigonometry; the emphasis remains on the ability to understand and apply functional mathematics to solve problems in the world of work.

- Principles of Technology is a broad, technically-oriented course that provides vocational education students with a foundation for more education and training in advanced-technology career paths. Principles of Technology combines scientific principles in applied physics and mathematics. Videos and hands-on laboratory experiences help provide an approach which ensures career flexibility as machines and technology advance.
- Economics at Work builds student understanding of how the market system works in today's global economy by examining the interrelated activities of individuals, companies, labor, and government. The curriculum incorporates printed materials, video segments and interactive computer software which provide new approaches for students to explore how economic issues impact the workplace, public policies and their personal lives.
- Workplace Civics and Government is a multimedia-based curriculum designed to assist students better understand complex political, social, economic, and workplace issues; make informed decisions; succeed in their academic and career experiences; and function as informed, effective, and responsible citizens.
- Another applied curriculum that is used to provide instruction for students that facilitates their entry into and successful completion of vocational skill training is Workplace Readiness. This applied curriculum provides skill training as a part of related instruction that is designed to help students transition successfully from school to the workplace.

In Fiscal Year 1996, local education agencies operated stand alone courses utilizing nationally developed applied academic curricula. One hundred three (103) operate courses in Applications in Applied Biology/Chemistry (ABC) an enrollment of 5,431 in ABC I and 643 in ABC II, 140 operate courses in Applied Communication (AC) with an enrollment of 4,579 in AC I and 2,148 in AC II, 235 operated courses in Applied Mathematics (AM) with an enrollment of 9,514 in AM I and 2,390 in AM II, and 37 operated courses in Principles of Technology (PT) with an enrollment of 1,062 in PT I and 96 in PT II.

During Fiscal Year 1996, 668 academic and vocational education administrators, teachers, and counselors attended sixty (60) one-week inservice workshops on the utilization of applied academics curricula.

Basic skills instruction that is designed to provide individual or small-group instruction in Academic skills essential for successful completion of a vocational training program was also provided by secondary and postsecondary local education agencies throughout the state. This instruction was provided in cooperation with the vocational education teachers.

Integration strategies that involve unified/cooperative planning and implementation between academic and vocational education teachers such as, "writing across the curriculum", team teaching, and curriculum revision (both academic and vocational) to provide instructional

activities and materials more applicable/relevant to applied application was also implemented in many secondary and postsecondary local education agencies throughout the State.

Another means by which integration of academics and vocational education was implemented has been through the development and operation of tech prep education activities jointly proposed by at least two (2) eligible recipients, one (1) secondary and one (1) postsecondary. Tech prep education is proving to be a vehicle that eliminates barriers in the learning process for many students and makes academic competence more relevant. For more information on tech prep education refer to section "Tech Prep" in this report.

In Fiscal Year 1996, the Title II Part C distribution to local education agencies and the local expenditures together totaled $2,391,107 for integration activities. Of this total, the local expenditures amounted to $1,375,147 and the Title II Part C distribution expenditures amounted to $1,015,960. Among the Title II Part C expenditures by local education agencies, $581,629 was expended on staff salaries; $50,397 on inservice; $368,585 on curriculum modification and instructional materials, development and/or purchase; and $15,349 for instructional equipment.

CAREER GUIDANCE AND COUNSELING

TITLE II, TITLE III, PART C SECTIONS 321-323

ACCOMPLISHMENTS

MODEL GUIDANCE PROGRAM DEVELOPMENT

The purpose of the Missouri Comprehensive Guidance Program has been to help local education agencies (LEAs) develop, implement, and evaluate comprehensive systematic guidance programs at the kindergarten through twelfth grade level. From Fiscal Year 1985 to Fiscal Year 1996, approximately ninety-two percent (92%) of the local education agencies (LEAs) have participated in this program. Several school district are repeat districts due to total new guidance staff and/or administration. Reunion workshops are held each spring with approximately 600 guidance staff in attendance. These workshops are designed to help keep schools up-to-date on all the new materials and information developed since they were trained. The initial training cycle consists of a two-year inservice program which has been provided to approximately 4000 counselors and administrators in these participating LEAs. During the initial two-year period, counselors conduct a time and task analysis of their current program activities, carry out a student needs and staff/parent assessments, develop guidance curriculum units to address the needs that have been identified by the various populations, establish an advisory committee, conduct a resource assessment, and redirect their activities so that guidance will become a comprehensive program with specific content rather than a set of miscellaneous services. Within the program, specific activities are developed and center around four (4) major components: Guidance Curriculum, Individual Planning, Responsive Services, and System Support. Federal vocational education and local funds provided financial support for the projects which include personnel, materials acquisition/development, and inservice training. Due to increased personnel changes at the local level, both administration and counselors, a new series of inservice programs has been initiated. This aspect of inservice is designed for districts who have previously implemented the program, but who have new personnel who have not been through the initial training. The "new personnel" workshops are held regionally and are designed around a one-day format.

Specific materials have been developed for the Model Guidance Program. These materials include three (3) distinct kits designed for grades kindergarten through 6, 6 through 9, and 9 through 12. Each kit contains a manual which details a step-by-step procedure along with all necessary forms and charts. The high school kit (9-12) contains approximately 300 guidance learning activities which address 90 competencies within 16 broad categories. In addition, the middle/junior high school kit (6-9) includes approximately 250 guidance learning activities that address sixty-two (62) student competencies in twelve (12) broad categories. The elementary school kit (K-6) is in the same format and includes activities that cover forty-four (44) competencies within eleven (11) broad categories. A "Scope and Sequence" process has been developed which details the competencies to be addressed at each level. Since the current

materials have had only minor revisions, the complete system is undergoing a major revision, including all kits, manuals and supplemental materials. The revised system will be available in the fall of 1997.

The model guidance program includes as a part of the delivery system a yearly planning calendar, a weekly planner designed for the purpose of tracking activities on a daily basis, and a system that identifies the relationship between the students competencies within the Missouri Comprehensive Guidance program and the competencies within the Missouri Core Competencies/Key Skills.

CAREER GUIDANCE/VOCATIONAL EDUCATION RESOURCE CENTERS

To date, the three (3) regional career guidance/vocational education resource centers continue to expand their operations through the development and dissemination of resource materials, carrying out various inservice activities for students and professionals, and providing statewide technical assistance. A strong emphasis continues to be placed on the acquisition and updating of career guidance and vocational education materials and ongoing staff development activities at all levels. Special emphasis has been placed on materials that address concepts in School-to-Work, Tech Prep Education, et cetera. The resource centers are located in St. Louis, Kansas City, and Sedalia to serve all the LEAs throughout the State.

MISSOURI VITAL INFORMATION FOR EDUCATION AND WORK (MOVIEW)

The MOVIEW program continues to be a viable resource to K-12 school counselors in Missouri. It was designed to provide current career information specifically geared to the state of Missouri, and there is a national database also included. The MOVIEW Career Information Delivery System (CIDS) contains information on some 340 careers, as well as information on the 57 public area vocational schools and 200 proprietary schools. The system also includes information on the Military Job File, New and Emerging Occupations, Apprenticeship Training, National College File, College Major Index, and a Financial Aid data base on scholarships and other sources of financial assistance. The system is formatted on computer software (Macintosh & IBM DOS), microfiche, and printed material. The CIDS information was distributed to more than 600 sites throughout the State.

A middle school version entitled "Choices Junior" was also offered. A career decision-making strategy and information on 300+ careers are included.

In addition to the standard CIDS, the program includes Basic VIEW, and Basic Search and Learn. This is a comprehensive system designed for the exceptional student who has reading problems. It is written on a second grade reading level. Basic Search & Learn materials were placed into 51 sites throughout the state.

To facilitate the delivery of Career Information at the elementary level, the Career O Rama Program, available through Wintergreen-Orchard House was field tested and will be made available to schools during Fiscal Year 1997.

Due to the high demand for a Windows platform and a more accurate proven Macintosh platform, Choices program will serve as the basis for the state career information system for Fiscal Year 1996. This represents a major change in the delivery of career information

Over 300 videotapes that work in conjunction with the computer software were distributed to user sites. Volume I and Volume II videos included some 50 careers in the skilled, paraprofessional and professional categories while Volume III provided 64 Tech Prep Careers. Through the ACE Consortium, a number of new videotapes were made available to supplement the new Choices program for Fiscal Year 1997. Additional work continues on the development of digital CD ROM's to enhance the state career information system.

HELPING INDUSTRY RECRUIT EMPLOYEES (HIRE)

Project HIRE is an umbrella organization for 20 area vocational schools, comprehensive high schools, and community colleges. The administration for the project is the responsibility of the Metropolitan Community Colleges at Kansas City. The primary goal is to provide a system by which the schools can work together in developing and sharing available job openings with one another for the placement of vocational education students. This goal is accomplished by the sharing of job openings through a computerized job development/job placement network system. Equipment is located at each school site so that on-line transactions are accomplished. These transactions in Fiscal Year 1996 included the listing of 5,788 jobs and the placement of 511 present or former students.

STATEWIDE JOB PLACEMENT SERVICE

Statewide Job Placement Service was organized as a network of area vocational schools and community colleges cooperating in a statewide effort to provide job placement opportunities for students exiting vocational training programs. Statewide Job Placement Service was designed to supplement the job placement efforts of each participating institution. The emphasis of the service has been to provide inservice training for placement coordinators and instructors at the area vocational schools and community colleges as to their role and responsibilities relating to job placement.

The Service also coordinated statewide marketing strategies, job development techniques, and provided professional resource materials (books, films, brochures, et cetera) for use by the participating institutions. New and improved methods of job placement strategies were developed by the staff and shared with all the schools. Statewide Job Placement Service has coordinated and maintained a student placement data base for each participating institution's exiting graduates.

EMPLOYMENT SECURITY PLACEMENT PROJECT

The Employment Security Placement Project concept was established during Fiscal Year 1985 through the cooperative efforts of the Department of Labor and Industrial Relations; Division of

Employment Security; the Department of Elementary and Secondary Education, Division of Vocational and Adult Education; and four (4) area vocational schools. During the pilot phase, a full-range of job placement services for students enrolled at area vocational schools was developed. Due to the success of this project, it continued to expand to include twenty-six (26) area vocational schools during Fiscal Year 1996. Division of Employment Security, Job Service technicians provided a full-range of placement services for youth and adults enrolled at the participating area vocational schools. The placement services included:

Provision of occupational and career information, exposure, and career exploration activities;

- Provision of job development services;
- Provision of job matching of each individual's qualifications and interests with employer's job orders, and follow-up services to interested applicants;
- Introduction and explanation of labor market information;
- Instruction in job seeking and job retention skills; and
- Preemployment coaching, and resume preparation.

Through this project's activities, in combination with the educational services provided at the area vocational schools, students have been provided enhanced access to employment information, occupational training, and specific job placement services which have increased their ability to enter employment and function effectively in the workplace. During Fiscal Year 1996, the project provided 1,801 placements and reported 1,366 employer contacts for job development.

COUNSELORS AWARE OF VOCATIONAL EDUCATION (Project CAVE)

This project consisted of the development of an instructional and informational package primarily for use by counselor educators to help their counselors-in-training become more aware of vocational education in Missouri so that these future counselors might better assist their own students and clientele in appropriate career planning and occupational choice. The project was conducted cooperatively between the Guidance and Placement Section of the Department of Elementary and Secondary Education and the Department of Educational Administration and Counseling at Southeast Missouri State University in Cape Girardeau.

A vocational guidance and placement advisory committee developed the package. This committee had been formed several years earlier and was the main participant in the revision of the system for Guidance and Placement in Missouri's area vocational schools. This seventeen-member committee was composed of representatives from various spheres of work, important in developing the final product. Seven (7) members of the group comprised a subcommittee which developed the instructional framework.

Materials for Project CAVE include:

- A short video promoting vocational education;
- An instructional framework that consists of:
  - thirteen competency areas,
  - themes for each competency area,
  - performance objectives for each competency area, in terms of what students should be able to do or demonstrate, and
  - resources where answers to performance objectives can be found;
- Suggested scenarios and activities;
- A list of abbreviations and acronyms used in vocational education;
- Instructional suggestions for use of the package; and
- Worksheets for each performance objective.

GUIDANCE AND PLACEMENT SYSTEM IN MISSOURI'S AREA VOCATIONAL SCHOOLS

The System for Guidance and Placement in Missouri's Area Vocational Schools was approved and implemented in 1989, revised in 1995, and an evaluation component also added in 1995. This system, designed and developed specifically to serve the guidance and placement needs of students in Missouri's area vocational schools, consists of several components: Standards and Descriptors, Action Plans, Documentation, and Evaluation. Several concepts define the system further: a focus on services to students, regardless of which personnel may provide those services; the blending of guidance and placement into one program; the uniformity of the standards; and descriptors in their application to all area vocational schools while allowing for each site's individuality in how the descriptors are addressed in the local action plan.

The six (6) standards and forty-three (43) descriptors address the unique mission of the area vocational schools, were developed primarily by practitioners, and correlate well with current legislation and incentives. The local action plan and documentation, based on the standards and descriptors, provides a complete picture of guidance and placement activities. The descriptors can be used by administrators to define the job descriptions and activities of guidance and placement staff. The evaluation component consists of three levels: the first indicating the extent to which the program is in place; the second reporting overall enrollment and retention data; and the third focusing on information from students, teachers, and sending school counselors regarding services provided, all of which can be used for program improvement.

A research study was conducted in 1995 to determine the satisfaction and awareness of students, teachers, and sending school counselors relative to the vocational guidance and placement program. This study was based on a sample of area vocational schools and showed a high degree of student and sending school counselor satisfaction and teacher awareness of their program.

These results provide an indication of the effectiveness of the system for guidance and placement, and can be used for comparisons with local results for program improvement.

Technical review visits by Department guidance and placement staff were conducted during the 1995-96 school year in ten (10) area vocational schools.

CAREER ORIENTATION AND PLANNING PROFILE

The Career Orientation and Planning Profile has been implemented in approximately 15 area vocational schools and their respective sending schools. The Career Orientation and Planning Profile (COPP) is designed to teach students the process involved in the career decision making process and yields information related to five indices; self analysis index, job analysis index, occupational tryout index, occupational selection ability and personality tendency and appropriate occupation. The system includes the following: informational brochure, parent information brochure, counselor-teacher handbook, two separate data collection forms-Form A and Form B (can be hand scored or machine scored) student profile sheet, student career planning guide book, My Career Planner, My Career Portfolio and Parent Information File. The Parent Information File is being expanded to included K-3 and 4-6 levels.

The system is designed to be used from grades 7 through adult and the Career Planner, Guidebooks, Portfolios are designed for the appropriate age/grade level.

The COPP is being utilized throughout the 13 area schools and respective sending schools as a means of helping students to make sound educational and career decisions. It is designed to provide them with a systematic means of developing long range plans. When properly implemented, it will address the requirements/concepts such as those in School to Work and A+ Schools.

The process of implementation will continue on a systematic basis, adding new area vocational school sites and respective sending schools as time and resources allow. A major change to the system will be the addition of a PC version which will further facilitate the utilization of the program.

COUNSELOR EDUCATOR MEETINGS

Two meetings per year are held with Counselor Educators, representing the eleven training institutions from around the state, who have the responsibility of training certified school counselors. Typically meetings are held for two days during October and April, with approximately 30 counselor educators being present each time. The primary focus of the meetings is to assure continuity of training concepts and requirements within the eleven training programs statewide. Major efforts include, but are not limited to, the following: certification requirements, shortage of certified school counselors, counselors role in special education, competency based

certification, course review/content, etc. A major focus continues to be a way to address the shortage of school counselors. Tentative plans were made for the development of a transition program that would include the completion of the 21 hours of required-specified coursework for provisional certification within a 12 month period. It is projected that this program can be initiated during the summer of 1997.

PLANNING FOR LIFE PROGRAM

The Planning for Life program has two (2) purposes:

1. To offer ideas for those in the process of designing or improving their career planning activities.
2. To provide guidelines of exemplary career planning programs to encourage participation in the aware process.

The program is sponsored by the U.S. Army Recruiting Command and the National Consortium of State Guidance Supervisors. The Missouri School Counselor Association helps coordinate the program n the twelve MICA districts.

To date approximately 450 local schools (buildings or districts) have registered in this program statewide. Kansas City School District, Career Unlimited Computer Technology Program at Banneker Middle School, and the new Perspectives Program at Kirksville Area Technical Center were recognized at the state level for outstanding efforts in the area of career planning.

The two state winners were eligible to compete at the national level and their applications were forwarded to the National Consortium of State Career Guidance Supervisors for rating and review.

STUDENT ASSISTANCE PROGRAM

The purpose of this program is an awareness campaign of the forms of student assistance available through the state. During the past year representatives from various state agencies and other interested parties have met to implement the program in Missouri based upon a national model.

Surveys were sent to twenty percent of the school districts in the state to find out what forms of student assistance were available in their communities.

A brochure has been printed explaining the program and is being distributed statewide to parties who could be interested in the student assistance program. Also, a display unit has been developed and will be presented at various meetings involving those who may benefit from participation in the program.

APPENDICES

APPENDIX A
TABLE I

TOTAL 1995-96 VOCATIONAL EDUCATION ENROLLMENT BY OCCUPATIONAL PROGRAM AREA, BY INSTRUCTIONAL LEVEL

SECTION	SECONDARY	ADULT	POST SECONDARY	TOTAL
Agricultural Education	18,499	3,340	672	22,511
Business Education	12,040	26,895	23,798	62,733
Marketing and Cooperative Education	9,826	2,116	7,100	19,042
Health Occupations Education	2,257	6,258	7,592	16,107
Occupational Family and Consumer Sciences Education	768	10,972	3,129	14,869
Family and Consumer Sciences Education	65,885	644	0	66,529
Industrial Education	13,963	47,852	13,564	75,379
Special Needs (Vo Prep)	1,661	NA	NA	1,661
TOTALS	124,899	98,077	55,855	278,831
Exploratory Agriculture (Grades 7 and 8, not included above)	2,428	NA	NA	2,428
Additional Students Receiving Special Needs Services	5,737	509	0	6,246
Additional Individuals Receiving Single Parent/Displaced Homemaking Services Only	29	1,562	1,966	3,557
Additional Individuals Receiving Gender Bias Services Only	4,492	897	666	6,055

APPENDIX A
TABLE II

1995-96 AGRICULTURAL EDUCATION ENROLLMENT BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
* 01.0000	2,428 *	NA	NA	2,428
01.0101	1,201	1,081	163	2,445
01.0201	4,118	140	28	4,286
01.0301	1,419	1,642	78	3,139
01.0401	155	NA	23	178
01.0501	704	10	0	714
01.0601	2,376	198	379	2,953
01.9999	255	269	NA	524
02.0101	7,031	NA	1	7,032
03.0101	975	NA	NA	975
03.0401	265	NA	NA	265
TOTALS	20,927	3,340	672	24,939

* On front page as exploratory

APPENDIX A
TABLE III

1995-96 BUSINESS EDUCATION ENROLLMENT BY CIP AND LEVEL

	CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
	52.0201	NA	1,120	1,207	2,327
	52.0204	NA	205	177	382
	52.0205	NA	5,332	NA	5,332
	52.0302	1,556	388	4,100	6,044
	52.0401	NA	364	1,959	2,323
	52.0403	NA	60	640	700
	52.0404	NA	275	474	749
	52.0407	2,819	169	94	3,082
	52.0408	6,579	2,072	1,887	10,538
	52.0803	23	76	11	110
	52.0805	NA	237	NA	237
	52.1001	NA	1,421	32	1,453
	52.1202	266	91	6,711	7,068
	52.1203	NA	108	351	459
	52.1205	655	6,424	1,609	8,688
	52.1299	24	7,760	4,084	11,868
*	52.9999	118	793	462	1,373
	TOTALS	12,040	26,895	23,798	62,733

* From COE (118 Sec.)

APPENDIX A
TABLE IV

1995-96 MARKETING AND COOPERATIVE EDUCATION ENROLLMENT BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
08.0101	835	NA	320	1,155
08.0102	49	NA	284	333
08.0204	50	NA	NA	50
08.0205	49	NA	NA	49
08.0301	344	NA	426	770
08.0401	49	NA	NA	49
08.0601	786	NA	NA	786
08.0705	1,965	NA	1,598	3,563
08.0706	197	NA	NA	197
08.0708	1,867	2,116	1,314	5,297
08.0809	49	NA	NA	49
08.0810	50	NA	NA	50
08.0901	147	NA	1,064	1,211
08.0902	98	NA	355	453
08.0906	1,720	NA	NA	1,720
08.1001	NA	NA	36	36
08.1105	98	NA	320	418
08.1203	197	NA	NA	197
08.1209	147	NA	NA	147
08.1301	49	NA	NA	49
08.9999	98	NA	36	134
09.0201	49	NA	142	191
52.0201	246	NA	NA	246
52.0701	197	NA	284	481
52.0901	98	NA	497	595
52.0902	147	NA	NA	147
52.1101	49	NA	NA	49
52.1401	147	NA	424	571
52.1402	49	NA	NA	49
TOTALS	*9,826	2,116	7,100	19,042

* From COE (602 Sec.)

APPENDIX A
TABLE V

1995-96 HEALTH OCCUPATIONS EDUCATION ENROLLMENT BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
12.0301	NA	NA	48	48
51.0205	NA	55	113	168
51.0601	40	25	117	182
51.0602	NA	NA	97	97
51.0603	NA	NA	NA	0
51.0699	NA	NA	NA	0
51.0703	NA	NA	NA	0
51.0707	NA	24	460	484
51.0801	19	13	NA	32
51.0803	NA	NA	223	223
51.0805	NA	NA	NA	0
51.0806	NA	24	378	402
51.0808	NA	NA	95	95
51.0899	NA	NA	NA	0
51.0904	NA	506	1,134	1,640
51.0907	NA	50	235	285
51.0908	NA	69	102	171
51.0909	NA	31	115	146
51.0910	NA	NA	31	31
51.1004	NA	15	177	192
51.1501	NA	NA	NA	0
51.1502	NA	NA	NA	0
51.1599	NA	NA	NA	0
51.1601	NA	27	2,186	2,213
51.1613	NA	1,011	583	1,594
51.1614	NA	839	570	1,409
51.1615	NA	NA	NA	0
51.1699	NA	922	233	1,155
* 51.2601	2,198	NA	NA	2,198
51.9999	NA	2,647	695	3,342
TOTALS	2,257	6,258	7,592	16,107

* From COE (43 Sec.)

APPENDIX A
TABLE VI

1995-96 OCCUPATIONAL FAMILY AND CONSUMER SCIENCES EDUCATION ENROLLMENT BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
04.0501	NA	NA	142	142
20.0202	440	82	NA	522
20.0203	NA	10,231	1,664	11,895
20.0204	NA	NA	NA	0
20.0303	62	NA	NA	62
20.0304	NA	NA	NA	0
20.0306	41	NA	49	90
20.0309	55	NA	NA	55
20.0401	8	42	4	54
20.0404	NA	105	393	498
20.0406	NA	NA	NA	0
20.0408	NA	NA	NA	0
20.0501	NA	100	42	142
20.0504	NA	NA	NA	0
20.0601	NA	NA	35	35
20.0604	**33	412	NA	445
20.9999	*129	NA	800	929
TOTALS	768	10,972	3,129	14,869

* From COE (129 Sec.)
** From T & I (33 Sec.)

APPENDIX A
TABLE VII

1995-96 FAMILY AND CONSUMER SCIENCES EDUCATION ENROLLMENT BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
20.0101	6,457	NA	NA	6,457
20.0102	11,266	69	NA	11,335
20.0103	3,887	72	NA	3,959
20.0104	3,228	0	NA	3,228
20.0106	6,523	NA	NA	6,523
20.0107	9,685	327	NA	10,012
20.0108	19,898	63	NA	19,961
20.0109	461	NA	NA	461
20.0110	2,240	113	NA	2,353
20.0199	2,240	NA	NA	2,240
20.9999	0	NA	NA	0
TOTALS	65,885	644	NA	66,529

APPENDIX A
TABLE VIII

1995-96 INDUSTRIAL EDUCATION ENROLLMENT BY CIP AND LEVEL

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
06.2001	NA	21	NA	21
06.2003	NA	5,748	NA	5,748
10.0100	NA	NA	NA	0
10.0101	NA	NA	NA	0
10.0104	9	NA	149	158
12.0101	NA	NA	NA	0
12.0403	147	59	NA	206
12.0499	NA	NA	NA	0
12.0503	620	128	59	807
15.0101	NA	NA	48	48
15.0201	NA	15	190	205
15.0302	NA	NA	87	87
15.0303	NA	27	1,655	1,682
15.0304	NA	NA	NA	0
15.0401	NA	NA	9	9
15.0402	67	NA	10	77
15.0403	NA	NA	38	38
15.0404	NA	NA	NA	0
15.0405	NA	NA	NA	0
15.0501	NA	NA	274	274
15.0506	NA	NA	22	22
15.0603	27	51	558	636
15.0604	NA	NA	NA	0
15.0607	NA	NA	NA	0
15.0611	NA	NA	NA	0
15.0699	NA	15,252	NA	15,252
15.0701	NA	611	54	665
15.0702	NA	7,414	617	8,031
15.0803	NA	NA	671	671
15.0805	NA	NA	NA	0
15.1001	NA	NA	193	193
15.1102	NA	10	75	85
41.0301	12	NA	243	255
42.0901	NA	NA	NA	0
43.0107	13	NA	3,489	3,502
46.0301	41	102	NA	143

APPENDIX A
TABLE VIII (CONTINUED)

INDUSTRIAL EDUCATION ENROLLMENT (CONTINUED)

	CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
	46.0302	190	1,176	179	1,545
	46.0401	175	NA	NA	175
	46.0408	NA	820	NA	820
	46.0499	NA	140	56	196
	46.0501	31	1,366	47	1,444
*	46.9999	1,405	2,646	NA	4,051
	47.0101	842	698	NA	1,540
	47.0102	NA	NA	NA	0
	47.0103	23	NA	89	112
	47.0104	NA	NA	30	30
	47.0105	215	10	NA	225
	47.0106	NA	10	NA	10
	47.0201	414	948	29	1,391
	47.0302	NA	87	NA	87
	47.0303	53	33	NA	86
	47.0304	NA	NA	NA	0
	47.0399	NA	10	NA	10
	47.0501	NA	10	NA	10
	47.0603	1,410	303	28	1,741
	47.0604	2,339	446	71	2,856
	47.0605	170	40	NA	210
	47.0606	252	345	16	613
	47.0607	42	NA	42	84
	47.0608	6	24	NA	30
	47.0609	NA	44	57	101
	47.0611	NA	NA	NA	0
	47.0699	38	NA	NA	38
	48.0201	744	19	105	868
	48.0212	NA	NA	NA	0
	48.0299	NA	16	NA	16
	48.0303	NA	NA	NA	0
	48.0399	NA	NA	NA	0
	48.0501	453	519	498	1,470
	48.0503	NA	NA	NA	0
	48.0506	NA	898	31	929
	48.0507	NA	115	NA	115
	48.0508	911	1,229	103	2,243
	48.0599	67	NA	NA	67

APPENDIX A
TABLE VIII (CONTINUED)

INDUSTRIAL EDUCATION ENROLLMENT (CONTINUED)

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
48.0703	62	91	36	189
49.0101	NA	NA	NA	0
49.0104	NA	NA	76	76
49.0106	NA	NA	NA	0
49.0202	NA	293	NA	293
49.0205	NA	45	136	181
49.0306	57	42	NA	99
50.0201	18	NA	NA	18
50.0402	170	0	1,089	1,259
50.0404	NA	NA	61	61
50.0406	NA	23	143	166
TOTALS	11,023	41,884	11,363	64,270

* From COE (183 Sec.)
* From T & I Coop (1020 Sec.)

APPENDIX A
TABLE IX

1995-96 STUDENTS RECEIVING SPECIAL NEEDS SERVICES

CIP CODE	SECONDARY	ADULT	POST SECONDARY	TOTAL
99.0100	1,661	NA	NA	1,661
99.0103	NA	101	NA	101
99.0106	NA	NA	NA	NA
99.0301	NA	NA	NA	NA
99.0302	4,000	NA	NA	4,000
99.0303	1,737	408	NA	2,145
99.0400	NA	NA	NA	0
TOTALS	7,398	509	NA	7,907

APPENDIX A
TABLE X

1995-96 INDIVIDUALS RECEIVING SINGLE PARENT/ DISPLACED HOMEMAKER AND GENDER BIAS SERVICES

	SECONDARY	ADULT	POST SECONDARY	TOTAL
Single Parent (Enrolled)	60	662	1,900	2,622
Single Parent (Services Only)	29	1,562	1,966	3,557
Gender Bias (Enrolled)	369	224	493	1,086
Gender Bias (Services Only)	4,492	666	897	6,055
TOTALS	4,950	3,114	5,256	13,320

APPENDIX B
TABLE I

VOCATIONAL EDUCATION FOLLOW UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1995 SECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
00.0000	COE	770	328	84	152	93	47	15	34	6	11
01.0000	EXP AG	1	1	0	0	0	0	0	0	0	0
01.0101	AG MGMT	521	113	51	216	93	12	7	10	6	13
01.0201	AG MECH	1,532	610	220	394	153	38	21	37	26	33
01.0301	AG PROD	356	101	55	114	55	5	4	11	4	7
01.0401	AG PROT	17	5	1	5	0	1	4	0	0	1
01.0501	AG SUPP	283	74	45	95	45	8	3	6	4	3
01.0601	HORTICU	989	208	217	184	231	31	22	53	8	35
01.9999	AG OTHE	151	32	34	30	35	6	2	10	1	1
02.0101	AG SCIE	457	122	89	92	66	15	27	27	6	13
03.0101	AG RESO	332	86	85	67	58	3	2	17	5	9
03.0401	FORESTR	118	30	22	27	22	1	2	8	1	5
08.0000	MKTING	4,911	1,753	457	1,213	713	155	192	294	52	82
10.0104	RTV TC	4	0	1	0	2	0	0	0	0	1
12.0403	COSMETO	82	31	13	12	9	3	9	3	0	2
12.0503	CUL ART	438	195	69	23	40	23	48	32	4	4
15.0402	COMA TC	22	4	9	5	3	0	0	0	0	1
20.0202	CC PROV	305	43	91	77	29	25	20	17	0	3
20.0303	CGA WKR	21	4	13	0	1	3	0	0	0	0
20.0306	FSEA BC	13	0	6	1	3	2	1	0	0	0
20.0401	INFOGEN	8	1	3	2	0	0	0	1	0	1
20.0604	CUSTCAR	8	3	3	0	0	1	0	1	0	0
41.0301	CHEM TC	24	5	3	7	1	0	0	0	2	6
43.0107	LAW ENF	7	1	0	4	1	1	0	0	0	0
43.0201	FIRE TC	27	2	13	3	1	4	0	0	1	3
46.0000	T AND I	995	418	129	150	63	48	59	83	37	8
46.0101	MASONRY	42	15	16	3	5	2	1	0	0	0
46.0201	CARPENT	1,059	439	334	69	66	51	27	29	15	29
46.0301	ELC T G	28	8	11	4	0	2	1	2	0	0
46.0302	ELECTRN	36	8	9	14	1	0	1	0	3	0
46.0401	BLDG MA	77	31	17	6	4	5	5	6	3	0
46.0501	PLUMBER	12	6	4	0	0	1	1	0	0	0

APPENDIX B
TABLE I (CONTINUED)

VOCATIONAL EDUCATION FOLLOW UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1995 SECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
46.9999	CON T O	104	28	36	9	10	14	1	4	0	2
47.0101	EL EN G	440	79	138	92	35	31	12	16	22	15
47.0103	C S INS	9	1	7	1	0	0	0	0	0	0
47.0105	IND ELC	89	20	27	18	8	3	4	4	5	0
47.0201	H AC RE	259	74	101	26	15	23	7	4	5	4
47.0303	IN MA R	3	0	0	2	0	1	0	0	0	0
47.0603	A BOD R	756	223	278	68	52	56	16	26	16	21
47.0604	AU MECH	1,233	333	440	172	105	70	26	23	48	16
47.0605	DIESL M	106	36	36	12	7	9	2	0	2	2
47.0606	SM EN R	143	30	54	16	15	16	2	4	5	1
47.0607	A M T A	16	2	5	5	2	0	1	0	1	0
47.0699	VEHMEOT	22	4	7	2	2	2	0	2	3	0
48.0101	DRAFT G	349	47	99	105	44	22	9	6	6	11
48.0201	GR PR G	399	78	154	47	43	43	18	11	2	3
48.0501	MACH TC	237	107	64	29	10	10	6	5	3	3
48.0508	WELDING	532	204	166	43	36	32	16	8	20	7
48.0599	MET FAB	16	5	5	0	1	2	0	0	1	2
48.0703	CAB MH	38	9	18	4	1	0	2	2	1	1
49.0306	MARI MA	30	13	9	6	0	0	2	0	0	0
50.0201	CRAFTS	21	1	7	8	2	0	0	0	0	3
50.0402	COM ART	122	26	32	41	3	12	3	2	1	2
51.0601	DENT AS	14	1	3	3	3	2	2	0	0	0
51.0801	MED AS	24	0	7	8	2	0	1	6	0	0
51.2601	HLTH AI	1,422	399	251	431	109	96	73	35	20	8
52.0201	BUS MAN	40	7	4	16	10	1	0	1	1	0
52.0302	ACCOUNT	654	83	116	204	168	23	12	30	8	10
52.0407	DATA EN	778	95	141	194	173	48	35	76	7	9
52.0408	GEN OFF	3,557	920	625	1,042	497	155	122	139	34	23
52.0803	BANKING	11	1	1	5	0	4	0	0	0	0
52.1202	PROGRAM	193	33	43	68	18	23	2	3	1	2
52.1205	COMPUTE	300	45	41	147	27	19	14	1	1	5
52.1299	BUINFOT	45	12	6	7	12	1	6	1	0	0
GRAND TOTALS		25,608	7,593	5,025	5,800	3,203	1,211	868	1,090	397	421

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APPENDIX B
TABLE II

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1995 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
01.0101	AG MGMT	16	7	4	4	0	1	0	0	0	0
01.0201	AG MECH	1	1	0	0	0	0	0	0	0	0
01.0301	AG PROD	7	4	0	2	0	0	0	1	0	0
01.0501	AG SUPP	47	44	2	0	0	0	0	1	0	0
01.0601	HORTICU	24	12	4	2	0	0	0	6	0	0
04.0501	INT ARC	20	12	3	0	0	1	1	3	0	0
08.0000	MKTING	246	143	31	15	2	6	4	45	0	0
10.0104	RTV TC	12	3	3	1	0	0	0	5	0	0
12.0301	FU SERV	14	8	0	0	0	0	0	6	0	0
12.0503	CUL ART	14	11	2	1	0	0	0	0	0	0
15.0101	ARCH TC	9	7	0	1	0	0	0	1	0	0
15.0201	CVL ENTC	9	6	2	0	0	1	0	0	0	0
15.0303	ELEC TC	156	85	22	12	3	5	20	8	1	0
15.0401	BI EN T	4	3	1	0	0	0	0	0	0	0
15.0402	COMA TC	3	2	0	0	0	0	0	1	0	0
15.0403	EL MEC TC	4	0	0	0	0	0	0	4	0	0
15.0405	ROBTECH	4	3	0	0	0	0	0	1	0	0
15.0501	H AR TC	45	36	3	3	0	1	1	1	0	0
15.0506	WST W T	20	11	5	1	0	0	0	3	0	0
15.0603	INMANTC	19	11	1	4	0	2	0	1	0	0
15.0604	MFNG TC	1	1	0	0	0	0	0	0	0	0
15.0701	OCSA TC	13	3	0	4	1	0	0	5	0	0
15.0702	QU C TC	10	7	1	1	0	0	0	1	0	0
15.0803	AUTO TC	75	57	3	8	0	0	0	7	0	0
15.0805	MC E TC	8	3	3	0	0	0	0	2	0	0
15.1001	CONTECH	12	8	1	0	0	0	0	3	0	0
20.0203	CC MANG	155	99	13	10	0	6	2	25	0	0
20.0401	INFOGEN	5	4	1	0	0	0	0	0	0	0
20.0404	DIET AS	10	6	1	0	0	2	0	1	0	0
20.9999	VOHE OT	90	25	15	16	0	6	4	24	0	0
41.0301	CHEM TC	12	8	2	0	0	1	0	1	0	0

APPENDIX B
TABLE II (CONTINUED)

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1995 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
43.0107	LAW ENF	461	224	80	66	8	11	3	65	4	0
43.0201	FIRE TC	16	15	0	0	0	0	0	1	0	0
43.0203	FIRE SCI	1	1	0	0	0	0	0	0	0	0
47.0103	C S INS	15	8	3	0	0	0	0	4	0	0
47.0201	H AC RE	1	1	0	0	0	0	0	0	0	0
47.0501	ST EN S	10	5	3	0	0	0	0	2	0	0
47.0603	A BOD R	1	1	0	0	0	0	0	0	0	0
47.0609	AVIATO	30	9	9	3	1	2	0	5	1	0
48.0101	DRAFT G	83	33	21	15	3	1	2	8	0	0
48.0201	GR PR G	3	3	0	0	0	0	0	0	0	0
48.0501	MACH TC	22	17	4	1	0	0	0	0	0	0
48.0508	WELDING	9	7	0	0	1	0	0	1	0	0
49.0104	AVIA MG	1	1	0	0	0	0	0	0	0	0
49.0205	VEH OPR	193	193	0	0	0	0	0	0	0	0
50.0402	COM ART	73	27	17	8	1	5	0	15	0	0
50.0404	IND DES	8	6	0	1	0	0	0	1	0	0
50.0406	COM PHO	1	0	0	0	0	0	0	1	0	0
51.0205	S. LANG	2	1	0	0	0	0	0	1	0	0
51.0601	DENT AS	61	39	7	1	1	0	2	11	0	0
51.0602	DENT HY	49	39	0	0	1	0	1	8	0	0
51.0703	HI UNCOR	22	4	6	2	0	0	0	10	0	0
51.0707	MR TECH	39	32	1	0	1	1	0	4	0	0
51.0803	OCTH AS	52	38	1	0	0	2	2	9	0	0
51.0806	PHTH AS	46	41	0	1	0	0	1	3	0	0
51.0904	EM TECH	26	17	2	2	0	0	0	5	0	0
51.0907	MRAD TC	59	32	0	3	0	0	1	23	0	0
51.0908	RSTH TC	50	48	0	0	0	1	1	0	0	0
51.0909	SURG TC	58	40	8	3	0	3	0	4	0	0
51.0910	DGMEDSO	14	10	0	0	0	0	0	4	0	0
51.1004	MLAB TC	36	26	1	1	0	1	0	7	0	0

APPENDIX B
TABLE II (CONTINUED)

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1995 POSTSECONDARY EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MIL NOT RELATED
51.1601	REG NUR	764	615	16	7	2	22	16	86	0	0
51.1613	PRC NUR	363	225	2	86	0	7	5	38	0	0
51.1614	NURSE AS	41	41	0	0	0	0	0	0	0	0
51.9999	HLRELOT	18	8	3	2	0	2	1	2	0	0
52.0201	BUS MAN	56	34	5	9	1	0	2	5	0	0
52.0204	OFF SUP	14	7	0	2	0	0	0	5	0	0
52.0302	ACCOUNT	114	78	14	7	0	5	2	8	0	0
52.0401	SECRETA	129	89	17	8	1	4	5	5	0	0
52.0403	LEG SEC	151	81	31	4	3	2	7	23	0	0
52.0404	MED SEC	68	47	9	1	1	3	2	5	0	0
52.0407	DATA EN	18	12	1	3	0	1	1	0	0	0
52.0408	GEN OFF	140	84	13	14	4	9	5	11	0	0
52.1202	PROGRAM	111	75	11	8	1	1	1	14	0	0
52.1203	SYS ANA	26	15	4	3	0	1	1	2	0	0
52.1205	COMPUTE	34	21	3	5	0	2	2	1	0	0
52.1299	BUSNEOT	18	10	3	0	0	2	0	3	0	0
GRAND TOTALS		4,572	2,990	418	351	36	120	95	556	6	0

APPENDIX B
TABLE III

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1995 ADULT EXITERS

CIP CODE	(COURSE)	EXITERS	EMPLOYED RELATED	EMP NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUC NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
01.0201	AG MECH	23	11	4	7	0	0	0	0	1	0
12.0403	COSMETO	41	26	5	1	3	6	0	0	0	0
15.0201	CVLENTC	1	1	0	0	0	0	0	0	0	0
47.0101	EL EN G	92	48	12	19	4	3	2	0	3	1
47.0201	H AC RE	69	44	11	13	1	0	0	0	0	0
47.0302	HE MAIN	10	10	0	0	0	0	0	0	0	0
47.0399	IN E MA	15	14	0	0	0	1	0	0	0	0
47.0603	A BOD R	12	8	4	0	0	0	0	0	0	0
47.0604	AU MECH	47	39	4	1	0	1	2	0	0	0
47.0605	DIESL M	23	9	9	0	3	2	0	0	0	0
47.0607	A M T A	10	6	3	1	0	0	0	0	0	0
48.0101	DRAFT G	36	24	4	8	0	0	0	0	0	0
48.0501	MACH TC	22	17	2	3	0	0	0	0	0	0
48.0508	WELDING	25	12	6	4	0	2	1	0	0	0
48.0703	CAB MH	9	0	1	8	0	0	0	0	0	0
49.0202	CO EQ O	33	30	3	0	0	0	0	0	0	0
51.0601	DENT AS	13	11	1	0	0	0	1	0	0	0
51.0801	MED AS	15	9	3	1	0	2	0	0	0	0
51.0904	EM TECH	38	23	3	10	0	0	0	2	0	0
51.0907	MRAD TECH	30	11	3	16	0	0	0	0	0	0
51.0908	RSTH TC	79	55	9	3	0	8	2	2	0	0
51.0909	SURG TC	28	20	6	2	0	0	0	0	0	0
51.1601	REG NUR	32	31	0	0	0	0	0	1	0	0
51.1613	PRC NUR	883	722	34	44	0	25	29	11	18	0
52.0302	ACCOUNT	4	3	0	1	0	0	0	0	0	0
52.0404	MED SEC	11	4	2	3	2	0	0	0	0	0
52.0407	DATA EN	17	6	4	2	3	1	1	0	0	0
52.0408	GEN OFF	246	120	50	24	10	14	12	16	0	0
52.1202	PROGRAM	1	1	0	0	0	0	0	0	0	0
52.1203	SYS ANA	3	1	1	1	0	0	0	0	0	0
GRAND TOTALS		1,868	1,316	184	172	26	65	50	32	22	1

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APPENDIX B
TABLE IV

VOCATIONAL EDUCATION FOLLOW-UP
SUMMARY OF FOLLOW-UP BY TYPE AND CIP CODE
1995 SECONDARY, POSTSECONDARY AND ADULT EXITERS
STATEWIDE TOTALS

CIP CODE / STATE TOTALS	EXITERS	EMPLOYED RELATED	EMPLOYED NOT RELATED	CONTINUING EDUCATION RELATED	CONTINUING EDUCATION NOT RELATED	NOT EMPLOYED	NOT AVAILABLE	STATUS UNKNOWN	MILITARY RELATED	MILITARY NOT RELATED
	30,865	11,816	5,696	5,753	2,932	1,437	795	1,581	420	435

APPENDIX C

MISSOURI
PERFORMANCE STANDARDS AND MEASURES
FOR VOCATIONAL EDUCATION

PERFORMANCE STANDARDS AND MEASURES FOR
PREPARATORY VOCATIONAL EDUCATION PROGRAMS

MEASURE: **ACADEMIC ATTAINMENT**
(Mastery rate of basic and advanced academic skills in mathematics, English/communications, science and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: I.1 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate attainment of basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.**

A. **Secondary students will demonstrate mastery of seventy percent (70%) of the key skills on the 10th grade Missouri Mastery and Achievement Test at the 12th grade.**

B. **Postsecondary students will demonstrate mastery of seventy percent (70%) of the skills on an institutionally identified and Department approved academic assessment at the completion of a vocational education program of study.**

ADJUSTMENTS:

- Secondary students with disabilities whose academic education experiences are modified by an individualized education plan (IEP) should not be included in the attainment calculation. Academic skill attainment for students with disabilities whose IEP committee has exempted them from taking the MMAT will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.

- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the attainment calculation.
- Postsecondary students who transfer from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the attainment calculation.

MEASURE: **ACADEMIC GAIN**
(Rate of gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science for students enrolled in Department approved preparatory vocational education programs/courses.)

STANDARD: 1.2 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate gain in basic and advanced academic skills in mathematics, English/communications, science, and social studies/science.**

A. **The normal curve equivalent (NCE) change for secondary students between the 10th grade and the 12th grade on the 10th grade Missouri Mastery and Achievement Test will be equal to or greater than zero.**

B. **The Normal curve equivalent (NCE) change for postsecondary students between entry into and completion of a vocational education program of study on an institutionally identified and Department approved academic assessment instrument will be equal to or greater than zero.**

ADJUSTMENTS:

- Secondary students with disabilities whose academic educational experiences are modified by an individualized education plan (IEP) should not be included in the gain calculation. Academic skill gain for students with disabilities whose IEP committee has exempted them for taking the MMAT will be assessed by the change in attainment of identified IEP goals and objectives consistent with evaluation procedures identified in each student's IEP.

- The scores of secondary students who have transferred into the district from out of state or who have not taken the MMAT at grade 10 should not be included in the gain calculation.
- Postsecondary students who transferred from another postsecondary institution or who have not taken the identified academic assessment upon entry should not be included in the gain calculation.

MEASURE: OCCUPATIONAL COMPETENCE
(Mastery rate of occupational and employability skills for students enrolled in a Department approved preparatory vocational education program/course.)

STANDARD: I.3 **All vocational education students enrolled in preparatory vocational education programs/ courses will demonstrate mastery of eighty percent (80%) of the essential occupational and employability skills necessary for entry-level employment as identified by the district/institution and approved by the Department.**

ADJUSTMENTS:

- Students with disabilities whose occupational education experiences are modified by an individualized educational plan (IEP) should not be included in the attainment calculation. Occupational skill attainment for students with disabilities whose IEP committee has modified their vocational education course of study will be assessed by the attainment of identified IEP goals and objectives consistent with evaluation procedures and criteria identified in each student's IEP.

MEASURE: STUDENT ACCESS
(Participation rate of individuals who are members of special populations groups (students who are economically or educationally disadvantaged, have limited English proficiency, or have disabilities) in Department approved preparatory vocational education programs/courses.)

STANDARD: I.4 **The proportion of participation of individuals who are members of special populations groups in preparatory vocational education programs/ courses is equal to or greater than the proportion of their membership in the relevant district/institution population.**

ADJUSTMENTS:

- Districts/institutions which do not attain this proportion must maintain a five percent (5%) annual gain in the proportion of special populations participation in vocational education programs/courses.

MEASURE: PLACEMENT
(Placement rate of vocational education students who have enrolled in Department approved preparatory vocational education programs/courses into employment, further training/education, or military service.)

STANDARD: I.5 **The rate of placement of students who have enrolled in preparatory vocational education programs/courses into employment, further training/education or military service will be eighty-five percent (85%).**

ADJUSTMENTS:

- This rate may be calculated by district/institution, or by individual vocational education program/course; and annually or an average of the past three years.

PERFORMANCE STANDARDS AND MEASURES
FOR SUPPLEMENTAL VOCATIONAL EDUCATION PROGRAMS

MEASURE: OCCUPATIONAL COMPETENCE
(Mastery rate of occupational skills for students enrolled in a Department approved supplemental vocational education program/course.)

STANDARD: II.1 **All vocational education students enrolled in a supplemental vocational education program/ course will demonstrate mastery of eighty percent (80%) of the occupational skills identified by the district/institution.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES
CORRECTIONS PROGRAMS

MEASURE: PLACEMENT
(Placement rate of criminal offenders participating in Department approved vocational programs and/or services provided by corrections programs of the Department of Corrections and the Division of Youth Services.)

STANDARD: III.1 **The rate of placement of criminal offenders participating in corrections programs into employment or training for employment will be seventy percent (70%) within one hundred eighty (180) days after their release from incarceration.**

ADJUSTMENT:

None.

PERFORMANCE STANDARDS AND MEASURES
FOR PROGRAMS FOR SINGLE PARENTS, DISPLACED HOMEMAKERS, SINGLE PREGNANT WOMEN, AND GIRLS/WOMEN AGES 14-25; AND PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

MEASURE: PARTICIPATION
(Increase in client participation in Department approved and funded single parent and equity programs.)

STANDARD: IV.1 **A two percent (2%) annual increase in the number of participants being served will be achieved by programs for single parents, displaced homemakers, single pregnant women, and girls/women ages 14-25; and programs designed to eliminate sex bias and stereotyping in vocational education.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES
FOR COMMUNITY-BASED ORGANIZATION PROGRAMS

MEASURE: **PLACEMENT**
(Placement rate into employment or training for employment of clients participating in programs and/or services provided through Department approved joint projects of community-based organizations and local education agencies.)

STANDARD: V.1 **The rate of placement of clients into employment or training for employment will be seventy percent (70%) within ninety (90) days after conclusion of their participation in community-based organization programs/ services.**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES
FOR CONSUMER AND HOMEMAKING PROGRAMS

MEASURE: **STUDENT ACCESS**
(Participation rate of students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.1 **The percentage of participation of secondary students enrolled in at least one Department approved consumer and homemaking course shall increase one percent (1%) annually at the local education agency (district) level.**

ADJUSTMENTS:

Local education agencies with a participation rate of ninety-five percent (95%) or greater will not be required to meet the annual increase.

MEASURE: **NONTRADITIONAL STUDENT ACCESS**
(Participation rate of secondary male students enrolled in Department approved consumer and homemaking courses.)

STANDARD: VI.2 **The proportion of participation of male secondary students in at least one Department approved consumer and homemaking course will be equal to or greater than forty percent (40%) of the local education agency's (district's) secondary population (grades 9-12).**

ADJUSTMENTS:

None.

PERFORMANCE STANDARDS AND MEASURES
FOR TECH PREP EDUCATION

MEASURE: RETENTION
(Retention rate of students participating in a Department approved tech-prep education program.)

STANDARD: VII.1 **The annual retention rate of students continuing to participate in a tech prep education program (two years at the secondary level plus two years at the postsecondary level) will be eighty percent (80%).**

ADJUSTMENTS:

The retention rate calculation may include those students who are placed into related employment or continued education after the second or third year of the 2 + 2 tech prep education program.

PERFORMANCE STANDARDS AND MEASURES FOR VOCATIONAL EDUCATION
VOCATIONAL EDUCATION PREPARATORY PROGRAMS BENEFITING
FROM II-C FUNDING

GENERAL RULE

The following vocational education preparatory programs are considered by the Department to have benefited from Title II-C federal vocational education funding and are subject to the Performance Standards and Measures for Vocational Education.

SECONDARY LEVEL

Area Vocational Schools (AVS) and Consortia with AVS

- All occupational training programs at AVS
- Any occupational training programs at consortium comprehensive high schools (CHS) that benefited because of:
  --equipment purchases
  --curriculum purchases, or curriculum development or modification activities expenditures
  --special populations supportive services expenditures at CHS locations for students enrolled in vocational education programs at CHS

Comprehensive High Schools (CHS) and Consortia with CHS

- All occupational training programs at CHS, and all CHS locations if in consortium

POSTSECONDARY LEVEL

Area Vocational Schools (AVS) and Technical College

- All long-term adult occupational training programs (500 instructional hours or over)

Community Colleges and 4-Year Institutions

- All associate degree or certificate vocational occupational training programs

APPENDIX D
TABLE I

1995-96 FEMALE VOCATIONAL EDUCATION ENROLLMENT BY LEVEL

LEVEL	1995	1996	PERCENT OF CHANGE
Secondary	68,327	68,779	+ 0.7%
Postsecondary	33,056	32,059	- 3.0%
Adult	49,033	42,952	- 12.4%
TOTAL	150,416	143,790	- 4.4%

APPENDIX D
TABLE II

1995-96 MALE AND FEMALE ENROLLMENT IN VOCATIONAL EDUCATION PROGRAMS BY LEVEL

LEVEL	MALE	FEMALE	TOTAL
Secondary	56,887	68,779	125,666
Postsecondary	23,796	32,059	55,855
Adult	55,125	42,952	98,077
TOTAL	135,808	143,790	279,598
PERCENTAGE	48.6%	51.4%	100.0%

APPENDIX D
TABLE III

FISCAL YEAR 1996
CLIENTS SERVED BY SINGLE PARENT/DISPLACED HOMEMAKER PROGRAMS

LEVEL	ENROLLED	SERVED	(MALE)	(FEMALE)	TOTAL
Secondary	60	29	(3)	(86)	89
Postsecondary	1,900	1,966	(48)	(3,818)	3,866
Adult	662	1,562	(103)	(2,121)	2,224
TOTAL	2,622	3,557	(154)	(6,025)	6,179

APPENDIX D
TABLE IV

FISCAL YEAR 1996 FEDERAL FUNDS EXPENDED FOR SINGLE PARENT AND DISPLACED HOMEMAKERS BY SERVICE CATEGORY

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Outreach and Orientation (Salaries)	$ 859,293	59.1%
Tuition	$ 226,365	15.6%
Child Care	$ 9,647	0.7%
Other (Instructional Materials and Administration)	$ 359,006	24.7%
TOTAL	$1,454,311	100.0%

APPENDIX E

SINGLE PARENT AND DISPLACED HOMEMAKER REGIONAL CENTERS

REGION I	-Maryville
Name:	**NEW PERSPECTIVES**
Funding Agency:	Northwest Missouri Area Vocational School Maryville, Missouri
Funding Level:	$80,148
Contact Person:	Shirley Twombly
Number Served:	450
Number Enrolled in Vocational Training:	226

REGION II	-Kirksville
Name:	**NEW PERSPECTIVES**
Funding Agency:	Kirksville Area Vocational-Technical Center Kirksville, Missouri
Funding Level:	$78,984
Contact Person:	Sheryl Ferguson
Number Served:	616
Number Enrolled in Vocational Training:	365

REGION III	-Platte County
Name:	**NEW PERSPECTIVES**
Funding Agency:	Northland Career Center Platte City, Missouri
Funding Level:	$81,116
Contact Person:	Cheryl Parks Hill
Number Served:	563
Number Enrolled in Vocational Training:	273

REGION IV	-Rolla
Name:	**NEW PERSPECTIVES**
Funding Agency:	Rolla Technical Institute Rolla, Missouri
Funding Level:	$82,404
Contact Person:	Robert Larivee/Libby Oldham
Number Served:	316
Number Enrolled in Vocational Training:	310

REGION V	-Park Hills
Name:	**CAREER CONNECTION**
Funding Agency:	Mineral Area College Park Hills, Missouri
Funding Level:	$82,376
Contact Person:	Nancy Wegge
Number Served:	1,926
Number Enrolled in Vocational Training:	1,092

REGION VI	-Springfield
Name:	**NEW PERSPECTIVES**
Funding Agency:	Ozarks Technical Community College Springfield, Missouri
Funding Level:	$81,672
Contact Person:	Karla Gregg
Number Served:	939
Number Enrolled in Vocational Training:	543

REGION VII	-Poplar Bluff
Name:	**NEW PERSPECTIVES**
Funding Agency:	Three Rivers Community College Poplar Bluff, Missouri
Funding Level:	$81,116
Contact Person:	Kim Austin Madigan
Number Served:	144
Number Enrolled in Vocational Training:	133

REGION A -Kansas City

Name:	**NEW PERSPECTIVES**
Funding Agency:	Metropolitan Community College District Kansas City, Missouri
Funding Level:	$128,688
Contact Person:	Jack Bitzenburg
Number Served:	552
Number Enrolled in Vocational Training:	333

REGION B -St. Louis

Name:	**CAREERS FOR HOMEMAKERS**
Funding Agency:	St. Louis Community College District St. Louis, Missouri
Funding Level:	$128,823
Contact Person:	Marlene Hanks
Number Served:	1,816
Number Enrolled in Vocational Training:	854

APPENDIX F

MODEL SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT INTAKE FORM

FOR OFFICE USE ONLY
Process Code: _____ Year _____ Quarter
D - Dropped
C - Completed

Placed: _____
R - Related
N - Nonrelated
U -Unemployed

Date: _____

Financial Aid Factor: _____

Fiscal Year _____ Quarter _____

Social Security Number _____ Today's Date _____

1. Contact Information

First Name _____ Last Name _____ Other _____

Street _____

City _____ State _____ Zip _____ County _____

Home Telephone ( ) _____ Work Telephone ( ) _____ Birth Date _____

Sex ( ) M ( ) F) Is participant a welfare work/training program registrant? Yes _____ No _____

2. Educational Level:
a. _____ under high school
b. _____ high school grad/GED
c. _____ post high school
d. _____ college graduate
e. _____ post college
f. _____ graduate degree
g. _____ educationally disadvantaged

3. Number/Age of Children
Pregnant? (Y/N) _____
Number of Dependents _____
Number of Children _____
_____ 0 - 2 years
_____ 3 - 5 years
_____ 6 - 12 years
_____ 13 - 18 years
_____ 19 - 21 years
_____ Over 21 years

4. Out of Labor Force: FT PT
a. Less than 1 years
b. _____ 1 - 5 years
c. _____ 6 - 10 years
d. _____ Over 10 years
e. _____ Never employed
f. _____ Currently working

5. Work History FT PT
(in labor force)
a. _____ 0 - 1/2 year
b. _____ 1/2 - 2 years
c. _____ 3 - 5 years
d. _____ 6 - 10 years
e. _____ 11 - 15 years
f. _____ 16 - 20 years
g. _____ 21 - 25 years
h. _____ 26 - 30 years
i. _____ 31 - 35 years
j. _____ 36 years/more

6. Occupational Group
a. _____ Managerial/Admin
b. _____ Professional/Tech
c. _____ Sales
d. _____ Clerical
e. _____ Skilled Trade/Craft
f. _____ Operative
g. _____ Service Worker
h. _____ Not applicable (no work outside home)

7. Gross Family Income
a. _____ 0 - 5,000
b. _____ 5,001 - 7,500
c. _____ 7,501 - 10,000
d. _____ 10,001 - 12,500
e. _____ 12,501 - 15,000
d _____ 15,001 - 30,000
e _____ 30,001 - 50,000

8. Race
a. _____ White Non-Hispanic
b _____ Black Non-Hispanic
c. _____ American Ind/AK Native
d. _____ Hispanic
e _____ Asian/Pacific Islander
f. _____ Not a U.S. Citizen
g. _____ Other

9. Income Source
a. _____ Social Security
b. _____ AFDC
c. _____ Child Support
d. _____ Maintenance
e. _____ Unemployment
f. _____ Disability
g. _____ Wages
h. _____ VA (retirement)
i. _____ VA (Education)
j. _____ None
k. _____ Other

10. Sources of Client Contact
a. _____ Radio or TV
b. _____ Newspaper
c. _____ Brochures
d. _____ Counselor
e. _____ Friend
f. _____ Other
g. _____ No response

Enter person's name or agency name here

11. Client Eligible Under
CHOOSE ONLY ONE
a ___ Single Parent
b ___ Displaced Homemaker
c ___ Male Nontraditional
d ___ Female Nontraditional
e ___ Girls & Women 14-25

MARITAL STATUS
___ Married
___ Disabled Spouse
___ Separated
___ Divorced
___ Widowed

12. Needs
a. _____ Career Education
b. _____ Child Care
c. _____ Education
d. _____ Financial Aid
e. _____ Health
f. _____ Housing
g. _____ Job Seeking
h. _____ Legal
i. _____ Personal Development
j. _____ Transportation
k. _____ Other

13. Action
a _____ Adult Ed Program
b _____ AFDC
c _____ Counseling
d _____ Education/Training
e _____ JTPA
f _____ Legal
g _____ University
h. _____ Voc. Rehab.
i. _____ Vocational Sch.
j. _____ Other
k _____ Community Coll.

14. AVTS or Community College **15. Regional Center Number:** _____

I understand that all of the information on this and any other project record is STRICTLY CONFIDENTIAL. Any information which might be used for statistical purposes may contain my name, but will not be released to the general public.

I authorize the project to consult with and release any pertinent data to support services, prospective employers, and/or training personnel on my behalf.

_____ _____
Participant's Signature Date

BEST COPY AVAILABLE

16. Work History

List most recent job experience

DATES	OCCUPATION	DUTIES/RESPONSIBILITIES	HOW LONG

17. Volunteer History:

Have you ever done volunteer work?

a. _____ Church
b. _____ School
c. _____ Hospital
d. _____ Community Organizations
e. _____ Gov't/Nonprofit agency
f. _____ Other

If yes, please give

DATES	ORGANIZATION	DUTIES/RESPONSIBILITIES	HOW LONG

APPENDIX G

MODEL SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED

Client Name or ID _____

	(1 to 10 possible for each)	POINTS
Age		_____
Evaluation and Training		_____
Length of Training		_____
Dependents		_____
Income		_____
Work Activity		_____
Work History		_____
	TOTAL (70 points possible)	_____

To determine the priority status, rank the clients from highest to lowest points.

CLIENT NAME	POINTS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

MODEL SINGLE PARENT OR DISPLACED HOMEMAKER CLIENT DETERMINATION OF GREATEST NEED
(PRIORITY SCHEDULING VIA MATHEMATICAL EVALUATION)

NAME _____ TOTAL POINTS _____

POINTS BY CATEGORY	5	10	15	20	25	30	35	40	45	50
_____ AGE	10-20	21-25	26-30	31-35	36-40	41-45	46-50	51-55	56-60	60+
_____ ELIGIBILITY					SP/HM					DHM
_____ INCOME (total)					Over 15,001	12,501 15,000	10,001 12,500	7,501 10,000	5,001 7,500	0 5,000
_____ # DEPENDENTS	1	2	3	4	5	6	7	8	9	10
_____ EDUCATION (Yrs. Completed)	Grad Degree	Post College	College Grad					Post H.S.	HS Grad/ GED	Under H.S.
_____ WORK ACTIVITY (Absent from significant full-time employment)	Currently Working		1 yr. or less		1-5		6-10		Over 10	Never Empl.
_____ LENGTH TRAINING (Hours)	600-700			700-800			800-900			900+

FINANCIAL AID FACTORS
_____ % Tuition Paid
_____ Child Care
_____ Mileage
_____ Other

_____ SUBTOTAL

_____ TOTAL POINTS

APPENDIX H
TABLE I

STUDENTS RECEIVING SERVICES/VOCATIONAL TRAINING
NONTRADITIONAL TO THEIR GENDER (SEX EQUITY)
FISCAL YEAR 1996

LEVEL	MALE NONTRADITIONAL	FEMALE NONTRADITIONAL	WOMEN 14-25	TOTAL
Secondary	155	277	4,429	4,861
Postsecondary	159	1,103	128	1,390
Adult	170	343	377	890
TOTAL	484	1,723	4,934	7,141

APPENDIX H
TABLE II

PERCENT FEMALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT - BETWEEN 5% - 25%
1995-96

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
01.0101	Ag Management	--	--	16.4
01.0201	Agricultural Mechanization, Gen.	11.0	--	--
03.0401	Forestry	20.7	--	--
15.0201	Civil Engineering Tech.	--	15.2	20.0
15.0303	Electrical, Electronic, Tech.	--	13.8	18.5
15.0401	Biomedical Engineering Tech.	--	11.1	--
15.0402	Computer Maintenance Tech.	10.4	--	--
15.0403	Electromechanical Tech.	--	7.8	--
15.0501	Heating, Air Cond., Refrig. Tech.	--	5.8	--
15.0506	Water Quality & Wastewater Tech.	--	18.1	--
15.0603	Industrial Manufacturing Tech.	--	15.9	--
15.0702	Quality Control Tech.	--	15.5	--
15.0803	Automotive Engineering Tech.	--	7.0	--
15.1001	Construction Tech.	--	16.5	--
15.1002	Survey	--	8.0	--
20.0604	Custodian/Caretaker	24.2	--	--
43.0201	Fire Protection & Safety Tech.	13.6	5.2	--
46.0101	Masonry	--	--	5.5
46.0201	Carpentry	--	10.9	--
46.0301	Elec & Power Trans. Install, Gen	--	--	6.8
46.0302	Electrician	10.0	5.5	--
46.0401	Building Maintenance	7.4	--	--
46.0501	Plumber	6.4	10.6	6.8
46.9999	Construction Trades, Other	8.4	16.0	6.4
47.0101	Electrical & Electronics Equip.	6.4	--	7.7
47.0104	Computer Installer & Repairer	--	23.3	--
47.0201	Heating, Air Cond./Refrig.	--	6.8	--
47.0501	Stationary Energy Sources Install.	--	--	10.0
47.0604	Auto Mechanic Tech.	--	5.6	--
47.0606	Small Engine Mechanic & Repairer	--	12.5	5.5

47.0607	Aircraft Mechanic/Tech., Airframe	11.9	14.2	--
47.0609	Aviation Systems Tech.	--	12.2	9.0
47.0699	Vehicle & Mobile Equip. Mech.	10.5	--	--
48.0101	Drafting, General	13.2	22.7	17.7
48.0199	Drafting, Other	--	--	8.3
48.0501	Machine Technologist	--	8.2	5.7
48.0508	Welding	--	5.8	--
48.0703	Cabinet Maker & Millworker	9.6	--	14.2
49.0104	Aviation Management	--	10.5	--
49.0202	Construction Equipment Operator	--	--	15.6

APPENDIX H
TABLE III

PERCENT MALE ENROLLMENT IN "NONTRADITIONAL" PROGRAMS
SIGNIFICANT ENROLLMENT - BETWEEN 5% - 25%
1995-96

CIP	PROGRAM DESCRIPTION	SECONDARY	POST SECONDARY	ADULT
04.0501	Interior Architecture	--	9.1	--
20.0102	Child Development/Guidance	--	--	11.5
20.0108	Food and Nutrition	--	--	15.8
20.0202	Child Care Provider	--	--	12.1
20.0203	Child Care Services Manager	--	6.0	7.1
20.0306	Fabric & Fashion Consultant	--	10.2	--
20.0401	Institutional Food Workers, Gen.	--	25.0	--
20.0404	Dietitian Assistant	--	--	14.2
20.9999	Vocational Home Ec., Other	--	17.5	--
51.0205	S. Lang.	--	10.6	12.7
51.0601	Dental Assistant	25.0	--	--
51.0707	Medical Records Tech.	--	15.2	--
51.0801	Medical Assistant	15.7	--	--
51.0803	Occupational Therapy Assistant	--	12.1	--
51.0806	Physical Therapy Assistant	--	24.0	--
51.0907	Medical Radiologic Tech.	--	23.8	24.0
51.0908	Respiratory Therapy Tech.	--	--	17.3
51.0909	Surgical/Operating Room Tech.	--	20.8	6.4
51.0910	Diagnostic Medical Sonog. Tech.	--	6.4	--
51.1004	Medical Laboratory Tech.	--	18.0	6.6
51.1601	Registered Nursing	--	12.0	--
51.1613	Practical Nursing	--	12.0	8.6
51.1614	Nursing Assistant/Aide	--	14.5	14.7
51.1699	Nursing, Other	--	9.0	12.3
51.2601	Health Aide	11.6	--	--
51.9999	Health Professional & Related, Oth.	--	16.2	11.0
52.0204	Office Supervision & Management	--	7.9	--
52.0302	Accounting Technician	--	--	18.8
52.0401	Administrative Assist/Sec. Science	--	16.1	--
52.0403	Legal Secretary	--	13.2	--

52.0404	Medical Secretary	--	5.0	--
52.0407	Data Entry	--	--	23.0
52.0408	General Office	21.0	20.3	20.5
52.1299	Business Information, Other	8.3	--	--

APPENDIX H
TABLE IV

FISCAL YEAR 1996 FEDERAL FUNDS EXPENDED ON PROGRAMMING FOR "NONTRADITIONAL" FEMALES, "NONTRADITIONAL" MALES, GIRLS & WOMEN 14-25

SERVICE CATEGORY	AMOUNT	PERCENTAGE
Tuition	$ 150,881	22.6%
Outreach and Counseling (Salaries)	$ 245,137	36.6%
Other (Educational Materials, Basic Literacy Instruction, and Administration)	$ 269,365	40.3%
Child Care	$ 3,400	0.5%
TOTAL	$668,783	100.0%

APPENDIX I

STATEWIDE SEX BIAS AND STEREOTYPING PROJECTS

Name: **CAREERS UNLIMITED**
Funding Agency: Linn Technical College
Funding Level: $62,227
Contact Person: Debbie DeGan Dixon
Project Objective: To increase enrollment of women and girls in new and high technology programs through a series of interactive satellite teleconferences.

Name: **PROJECT SERVE**
Funding Agency: University of Missouri-Columbia
Funding Level: $62,895 (Sex Bias)
$43,356 (Single Parent/Displaced Homemaker)
Contact Person: Judy Clark and Cindy Martin/Dr. Harley Schlichting
Project Objective: To aid vocational education programs in nontraditional, single parent and displaced homemaker recruitment. These services include outreach workshops, personal visits with local education agency officials, operating a computerized bulletin board, assistance in providing training materials, maintaining a free-loan library of resource materials, publishing a quarterly newsletter, developing brochures and posters, and maintaining single parent/displaced homemaker and sex bias data collection software.

Name: **PROJECT ENTER**
Funding Agency: University of Missouri-Columbia
Funding Level: $49,559
Contact Person: Laura Roloff/Dr. Harley Schlichting
Project Objective: To provide technical assistance and act as a resource to faculty at area vocational schools and community colleges, to expand services and accessibility for men and women entering nontraditional occupations, and to develop individualized assistance plans for nontraditional students in various vocational education programs throughout the state. Conduct statewide "Breaking Tradition" awards competition.

Name: **STANDARDS AND MEASURES PROJECT**
Funding Agency: University of Missouri-Columbia
Funding Level: $ 6,223 (Sex Bias)
$14,195 (Single Parent/Displaced Homemaker)
Contact Person: Cindy Martin/Dr. Harley Schlichting
Project Objective: The Standards and Measures project included implementation of a self-study for local programs funded through Carl Perkins II moneys and the development of a software program to disseminate the results of the study.

APPENDIX J

EXEMPLARY PROGRAMS

AT-RISK STUDENT CENTERS

An extremely successful activity which received continued support during Fiscal Year 1996 was a combined effort using Carl D. Perkins Vocational and Applied Technology Education Act funds, state vocational education funds, and Job Training Partnership Act funds to establish sites to provide focused educational services to at-risk youth. These services were provided at area vocational schools to take advantage of the area school concept and because of the availability of expanded vocational skill training opportunities. During Fiscal Year 1996, 41 area vocational schools were providing specialized services for 4,000 at-risk individuals.

The increasing concern about students in Missouri schools who exhibit the characteristics of a "dropout", and for those students who have actually left school, caused education administrators to search for answers to help these students provided the impetus to establish this program. Through the leadership of the State Director of Vocational Education the "At-Risk Center" program concept was established. Each center was designed to provide a connection between academic and occupational skill training for the students involved. This was accomplished through a realistic application of basic skills.

The first step in working with at-risk youth was assessment. This assessment included interest, aptitude, ability, and basic skills. In addition to assessment, at-risk youth were provided an opportunity to explore vocational offerings, and to receive information on employment preparation. The results of the assessment were used to develop an intervention strategy to meet the specific needs of each at-risk youth served. Three types of intervention were utilized:

1. Counseling - The counselor's sole responsibility was to provide intensified guidance services to address the needs of the at-risk youth. These services were provided in both individualized and small group counseling settings. The main purpose was to build self-esteem and provide youth a self-fulfilling prophecy for success.

2. Basic Skills Instruction - Instructional efforts to remediate basic skills deficiencies were provided. The goal was to exit each at-risk youth or dropout with occupational skills, and a high school diploma or GED.

3. At-Risk Center - Tutoring, remediation, high school credit toward graduation, or a GED were provided. Services were offered to several school districts in a prescribed service delivery area.

The effort to provide alternative education services for youth who are determined to be "at-risk" is only beginning. Missourians are concerned about students who are not successful in school. This program, offered through vocational education, is one example of the efforts being made to improve our schools. For further information regarding these centers, contact Dick Omer, Director, Special Needs Services, Department of Elementary and Secondary Education, P. O . Box 480, Jefferson City, Missouri 65102-0480, 573/751-1394.

EFFECTIVENESS INDEX FORMULA

In Fiscal Year 1996, the Department again provided a portion of state vocational education funds to support area vocational schools and comprehensive high schools operating secondary vocational education programs by using a funding mechanism which provides incentives for improving their labor market effectiveness. In addition, this funding mechanism was expanded to include secondary vocational education programs at comprehensive high schools. The Effectiveness Index/Incentive Funding (EI/IF) was administered to distribute $13,745,000 in state funds.

This alternative incentive funding practice was prompted by a study of vocational education trends and priorities which was supported by the 1983 Missouri General Assembly, and conducted in 1984. This study recommended that action be taken by the Department to consider such factors as duplication of programming, labor market demands, labor supply, and placement rates of vocationally educated students in the funding and approval of vocational education programs.

This performance-based funding mechanism was based on two (2) factors, estimated labor market supply and demand for workers completing specific vocational education programs; and the actual placement of program exiters. Separate scores were calculated for each component and then summed to obtain an institution's total effectiveness score. The total effectiveness score determined the amount of reimbursement that was received for each unit of instruction delivered by each school.

Missouri's performance-based funding system has reemphasized accountability in the public delivery system for vocational education. The EI/IF has improved secondary vocational education programs in the state by promoting better placement of students who participate in vocational education programs, and by rewarding a more appropriate alignment of vocational education program offerings and the state's labor market needs. For information about the Effectiveness Index Formula, contact Fred Linhardt, Director, Vocational Planning and Evaluation, Department of Elementary and Secondary Education, P. O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-8465.

BUSINESS/INDUSTRY AND EDUCATION PARTNERSHIPS

During Fiscal Year 1996, several excellent examples of business/industry and education partnership efforts were continued and expanded. One (1) significant partnership that serves as a model of how business and education can work together to create a competitive workforce for the 21st century is the Harmon Industries/Education Partnership. Harmon Industries, Inc. is engaged in the design, production, and distribution of a growing line of products that include electronic signaling and communications equipment, printed circuit boards, sophisticated test equipment, traffic control systems, grade-crossing hardware, and coded track circuits for the railroad industry. The current workforce of its subsidiaries exceeds 850 employees in Missouri and over 1,000 employees nationally. In July, 1994 the Harmon Industries/Education Partnership opened the company" doors to elementary and secondary schools and higher education institutions. After two (2) years of building a model of collaborative workforce development, the partnership continues to grow rapidly and much is being learned by all partners. These partners, beyond the Harmon Industries employees, include six (6) comprehensive high school districts, four (4) area vocational schools, two (2) community colleges, one (1) regional university, and two (2) state agencies. The Partnership has two (2) distinguishing characteristics:

- The Partnership is internally driven by partner members following Total Quality Systems Principles. Teachers, administrators, and employees jointly design and implement learning experiences.
- The Partnership educates students and employees simultaneously. This concept allows dual usage of equipment and materials so employees, students, and educators learn of the most current management philosophy and leading-edge technology.

During its existence, the Partnership has served over 3,500 students, teachers, and administrators in a wide array of activities. The broad spectrum of activities identified and implemented through the Partnership have enhanced school-based learning, work-site learning, and connecting activities. Specific activities include industry orientations for teachers, administrators, and students; math problems based on current industry examples; curriculum development in communications, science and business; joint research activities; mentoring; technical writing; and job shadowing and internships which take place in classrooms and Harmon Industries facilities in Blue Springs, Warrensburg, and Grain Valley, Missouri. Students and teachers participating in the activities have come from all academic areas representing elementary and secondary school, postsecondary, university levels. For further information regarding this Partnership, contact Robert Robison, Coordinator of Vocational Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-3500.

Another particularly successful partnership activity is the Career Institute. The first Career Institute was held in the summer of 1995 at Central Missouri State University (CMSU). The

Career Institute involved input and financial support from Harmon, as well as, other local industries, CMSU and other school officials at various levels. A total of 27 students participated in the Career Institute to explore the area of Industrial Technology with emphasis in leadership training, vocational and academic learning and real world experiences. Students who participated in the first Career Institute reported the experience impacted their attitudes toward themselves, school, and the future in the following ways:

- Increased GPA
- Increased participation in all classes
- Reduced discipline problems
- Enrollment in advanced academic courses
- Increased commitment to education
- Increased trust in others
- More focus on career goals

The successful outcome of the Career Institute has led to its replication in Rolla and Hillsboro with extensive financial support from local education agencies and industry. These two (2) Career Institutes served nearly 60 students in their surrounding areas this summer.

The following entities joined together to make the Career Institute possible at Jefferson College in Hillsboro:

DeSoto School District
Festus School District
Fox School District
Hillsboro School District
Dunklin School District
Northwest R-I District
Windsor School District
Grandview School District
Crystal City School District
LDDS WordCom
Supreme Tool and Die Company
White Rodgers
Holiday Inn, Festus
Jefferson College Area Vocational School

The following entities made the Career Institute possible in Rolla:

Rolla Public Schools
Rolla Technical Institute
University of MO-Rolla
VFW Post 2025
U.S. Geological Survey
Johnny's Smoke Stak
Ft. Leonard Wood
St. James Public Schools
Briggs and Stratton
Brewer Science
ACT/Work Keys
Fred Voss Enterprises
Cookin' From Scratch
Hebbler Bottling Company
Newburg Public Schools
Missouri Enterprise
U.S. Forest Service
Eikon
Color Plus
Key Sport
Talema Electronics

The original Career Institute was held on the CMSU campus and was expanded to three sessions this summer. Two sessions focused on Industrial Technology and one session focused on

Business, Management and Technology. Approximately 100 students participated in the three sessions this summer at CMSU. During each of the five-day institutes, students participated in 12 hours of team training, 6 academic classes, and 3-5 company tours.

The following companies provided tours for the Institutes at Central Missouri State University:

Septagon Industries, Sedalia
Hawker Energy, Warrensburg
Worlds of Fun, Kansas City
Payless Distribution, Sedalia
Whiteman Air Force Based, Knob Noster
Harmon Industries, Warrensburg
First Community Bank, Warrensburg
Central Missouri State University

A formal training session was held earlier this year for individuals from communities interested in the Career Institute activities. The goal has been set to serve 2,000 students during the summer of 1997 in various career institutes across the state. A growing awareness of the Partnership success has led other communities to receive training in the development of learning communities. A portion of this training is being conducted by Harmon through the Central Missouri Regional Professional Development Center in Warrensburg. Communities not included in the Partnership that have received training include Fulton, Lexington, Columbia, and Maryville with discussions currently taking place with Independence. The Partnership was also adopted recently as a business-led model for the Kansas City area as well. For further information regarding this Partnership, contact Robert Robison, Coordinator of Vocational Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-3500.

APPENDIX K

MISSOURI SCHOOL IMPROVEMENT PROGRAM

The State Board of Education has authorized a complete revision of the school classification and accreditation program. The existing school classification program was established in the early 1950s. Each year school districts were rated "AAA", "AA", or "Unclassified". The new program, called the "Missouri School Improvement Program" (MSIP) is different in philosophy, approach, and outcome from the former system. Formal implementation of the Missouri School Improvement Program began the fall of 1990. The existing School Classification Program and the Missouri School Improvement Program will operate simultaneously during the first five-year period which means districts will continue to carry their "U", "AA", "AAA" ratings along with their new MSIP levels of designation. This new program provides:

1. Emphasis on encouraging systematic school improvement;

2. Evaluation based on a balanced assessment of resources, educational processes, and productivity;

3. A reporting system which recognizes strengths, concerns, and suggested resources to assist in improvement strategies;

4. Systematic, planned development and implementation of a formal, district-wide improvement plan; and

5. A single, comprehensive review which assess all of the district's program, services, and activities.

The school improvement standards utilized in this program are organized into three major sections: Resource Standards, Process Standards, and Performance Standards. In general, the Resource Standards are concerned with the basic requirements that all districts must meet. Judgments about such areas as class size, courses offered, and staffing patterns will be made from three perspectives: (1) a set of "minimums" established by the State Board of Education, (2) the "norms" for districts of similar size, and (3) what is deemed "desirable" as determined from research and professional judgment. Process Standards are more qualitative in nature and include standards on Curriculum, Instruction, Instructional Climate, Learning Resource Centers, Guidance and Counseling, Professional Development, Supplemental Programs, Governance and Administration, Facilities and Safety, and Support Services. The Performance Standards include three sets of indicators which will be applied to all schools: (1) student achievement, (2) persistence to graduation, and (3) student follow-up data. School districts also select other performance criteria that will apply to their population.

Under the Missouri School Improvement Program, each district receives a comprehensive review once every five years conducted by a team composed of Department staff, educators from other local districts, and local board members and lay persons, if appropriate. Department staff from each division, including the Division of Vocational and Adult Education, participate in this comprehensive review. Following the review, the district receives a comprehensive report, including specific program reports, assessing strengths and weaknesses, and suggested resources to assist in improvement. Districts develop comprehensive School Improvement Plans, complete with timelines and resource allocations, to address the concerns contained in the report. Implementation of the plans are monitored by the State Supervisors of Instruction and technical assistance for improvement activities is provided by divisional staff members.

APPENDIX L

1996 SECONDARY ENROLLMENT

SECONDARY	UNDUPLICATED AND DUPLICATED				UNDUPLICATED						
	LINKAGE				PLACEMENT						
					COMPLETER		EMPLOYED				CURRENT
PROGRAM AREA	TECH-PREP	CO-OP	APPR	WK-STUDY	1995	CONT ED	R'LTD	OTHER	MIL	OTHER	TEACHERS
AGRICULTURE	1,858	0	NA	NA	4,757	1,982	1,382	819	181	393	321
MARKETING	650	602	NA	NA	6,676	2,384	2,499	670	196	927	192
FAMILY/CONS SCIENCE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	689
OCC FAM/CONS SCI	2,523	129	NA	NA	347	113	48	113	4	69	25
INDUSTRIAL	3,548	1,202	NA	NA	6,790	1,380	2,068	2,185	308	849	505
HEALTH	754	43	NA	NA	1,436	546	400	254	28	208	84
BUSINESS	4,493	118	NA	NA	5,602	2,598	1,196	984	101	723	399
APPLIED ACADEMICS	13,395	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
OTHER PREPARATORY	1,389	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TECHNOLOGY ED/ INDUSTRIAL ARTS	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	834
VOC PREP	NA	0	NA	NA	NA	NA	NA	NA	NA	NA	21
GRAND TOTAL	28,610	2,094	NA	NA	25,608	9,003	7,593	5,025	818	3,169	3,070

L-1

APPENDIX L

1996 SECONDARY ENROLLMENT

SECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED							
PROGRAM AREA	TOT ENR	TOTAL MALE	TOTAL FEMALE	REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT
AGRICULTURE	18,499	13,155	5,344	13,628	3,427	7	1,444	-	-	-	16
MARKETING	9,826	4,509	5,317	7,536	1,857	3	433	-	-	-	14
FAMILY/CONS SCIENCES	65,885	21,940	43,945	48,821	13,177	0	3,887	-	-	-	0
OCC FAM/CONS SCI	768	146	622	366	285	0	117	-	-	-	21
INDUSTRIAL	13,963	11,853	2,110	6,803	4,671	19	2,490	-	-	-	602
HEALTH	2,257	282	1,975	1,418	623	8	216	-	-	-	19
BUSINESS	12,040	3,608	8,432	9,487	2,191	21	362	-	-	-	399
TECHNOLOGY ED/ INDUSTRIAL ARTS	96,750	*	*	NA	*	*	*	NA	NA	NA	NA
VOC PREP	1,661	1,072	589	0	1,133	4	528	-	-	-	0
GRAND TOTAL	124,899	56,565	68,334	88,059	27,364	62	9,477	0	***77	***182	1,071
	**221,649							****1,737	****89	****4,861	

* No breakouts of gender, disadvantaged, or disabled are collected for Industrial Technology/Arts

** Includes Industrial Technology/Arts enrollment

*** Not collected by occupational program area

**** Includes students/individuals enrolled in occupational program areas and/or receiving supportive services

APPENDIX L

1996 POSTSECONDARY ENROLLMENT

POSTSECONDARY	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED							
PROGRAM AREA	TOT ENR	TOTAL MALE	TOTAL FEMALE	REG VO-TE-ED	DISADV INCLUDES LEP	LEP	DISABLED	CORR	SP/DH /SPW	GENDER EQ (NON-TRAD)	ADULT
AGRICULTURE	4,012	2,832	1,180	3,691	293	1	28	-	-	-	3,340
MARKETING	9,216	4,098	5,118	6,093	2,964	28	159	-	-	-	2,116
FAMILY/CONS SCIENCES	644	213	431	644	0	0	0	-	-	-	644
OCC FAM/CONS SCI	14,101	1,454	12,647	11,959	1,990	22	152	-	-	-	10,972
INDUSTRIAL	61,416	48,464	12,952	56,813	4,184	64	419	-	-	-	47,852
HEALTH	13,850	2,640	11,210	11,049	2,608	70	193	-	-	-	6,258
BUSINESS	50,693	19,220	31,473	44,417	5,810	112	466	-	-	-	26,895
GRAND TOTAL	153,932	78,921	75,011	134,666	17,849	297	1,417	0 **408	*2,562 **6,090	*717 **2,280	98,077

* Not collected by occupational program area

** Includes students individuals enrolled in occupational program areas and/or receiving supportive services

APPENDIX L

1996 POSTSECONDARY ENROLLMENT

POSTSECONDARY	UNDUPLICATED AND DUPLICATED				UNDUPLICATED						
	LINKAGE				PLACEMENT						
					COMPLETER		EMPLOYED				CURRENT
PROGRAM AREA	TECH-PREP	CO-OP	APPR	WK-STUDY	1994	CONT ED	RLTD	OTHER	MIL	OTHER	TEACHERS
AGRICULTURE	43	0	0	NA	118	15	79	14	1	9	66
MARKETING	17	0	0	NA	246	17	143	31	0	55	229
FAMILY/CONS SCIENCES	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	21
OCC FAM CONS SCI	85	0	0	NA	280	26	146	33	0	75	113
INDUSTRIAL	186	0	11,878	NA	1,803	217	1,104	250	10	222	849
HEALTH	393	0	0	NA	2,832	189	2,146	106	18	373	672
BUSINESS	480	0	0	NA	1,161	121	688	168	0	184	977
GRAND TOTAL	1,204	0	11,878	0	6,440	585	4,306	602	29	918	2,927

APPENDIX M

MISSOURI INITIATIVES

Several significant initiatives either were continued or were started within Missouri during Fiscal Year 1996. Some examples of these follow:

OUTSTANDING SCHOOLS ACT OF 1993

The Outstanding Schools Act of 1993 established several new programs and policies aimed at improving Missouri's public schools. The 1995-1996 school year was the third year of the laws implementation. Although some portions of the law have not been fully implemented, many are already producing positive results for students, parents, teachers, and schools. The following delineates several of the laws major provisions and provides a summary of their accomplishments.

- Academic Performance Standards: The law calls for the State Board of Education to establish up to 75 academic performance standards to define the "knowledge, skills, and competencies" that all Missouri students should obtain before graduating from high school. These standards, in turn, are to serve as the basis for a revised statewide testing program and a guide for local curriculum. In January 1996, the State Board of Education adopted 73 challenging academic standards, called the Show-Me Standards. More than two (2) years in the making, the standards were written by some of Missouri's best teachers with input from thousands of citizens and educators. The developer of the standards agreed that students need a solid foundation of basic academic skills, but also the ability to apply their knowledge to real-world problems and new situation. The State Board of Education is expected to approve a set of curriculum frameworks in the spring of 1997. The frameworks are intended to be a resource for school districts to use in aligning curriculum with the Show-Me Standards. Local districts are not required to use the curriculum frameworks. Within a year after the State Board approves the frameworks, however, districts must have reviewed at least one curriculum are and have a schedule for evaluating the remaining areas by the 2000-2001 school year. The Department of Elementary and Secondary Education is working with committees of Missouri teachers, business and community representatives, and parents to develop a performance-based assessment system that will measure student progress toward the Show-Me Standards. The assessment will include the familiar multiple-choice and short-answer questions, and for the first time, performance events, which will give students the opportunity to demonstrate how well they can apply their knowledge. The complete assessment system will cover math, communication arts, science, social studies, health/physical education and fine arts, in grades 4, 8, and 10. The math portion of the assessment is being developed first. In April 1996, 66 school districts participated

in a pilot test of proposed math items. A large-scale field test of the math assessment will be conducted in October 1996. The Department's goal is to have the math assessment ready for use in spring 1997, before requiring school districts to administer the math assessment in 1998. Tests in other subject areas will go through a similar development process with full implementation in the year 2000.

- Professional Development: Using the Show-Me Standards and performance assessment to raise expectations for all Missouri students is the challenge facing the state's teachers, school officials, and local boards of education. Missouri has made a major commitment to giving educators the training and support they will need to succeed. Under the new school-funding formula, each school district is required to use one percent of its basic state aid allocation to support professional development activities for its faculty. Statewide, these funds totaled about $10 million in 1994-95 and $11 million in 1995-96; about $12.5 million will be available for all school districts during 1996-97. In addition, one percent of basic state aid is earmarked for state-level professional development activities. This funding will be about $12.5 million for 1996-97. The Department of Elementary and Secondary Education is using these funds to support numerous professional development initiatives, such as:
  - establishing a network of nine "Regional Professional Development Centers," housed at state colleges and universities across the state. The "RPDCs" are offering a wide range of professional development services to school districts in their regions.
  - sponsoring several "teacher-to-teacher" inservice training efforts, such as the Select Teachers as Regional Resources, or STARR program, and the Missouri Assessment Project, known as MAP 2000. In 1995-96, 24 STARR teachers took sabbaticals from their school districts to provide more than 650 seminars about hands-on learning and performance assessment for teachers and school districts statewide. More than 3,000 teachers in over 200 Missouri districts are participating in the MAP 2000 program, learning how to use performance-based tests in their classrooms.

- The New Foundation Program: One of the essential elements of the Outstanding Schools Act is the new Foundation program, the funding formula that provides basic state aid to school districts. The new formula is designed to assure greater equity in the allocation of basic state aid to school districts. The new formula and increased appropriations for the Foundation Program have been phased in over a four-year period. The new formula is fully implemented in 1996-97. In 1995-96, school districts received a record increase of about $189 million in Foundation Program aid, followed by another increase of $185 million for 1996-97. Compared with the "base year" of 1992-93, Missouri school districts are receiving $550 million more in state aid this year than they did four years ago.

- New Technology for School: The rapid expansion of educational technology is perhaps the most tangible change taking place in Missouri schools today. This year, 1996-97, is the third consecutive year the legislature has authorized $5 million for grants to help school districts acquire new computers and other technology. Every district is eligible for a basic grant of $2,000 plus $3.50 per student; 467 districts received such grants in 1995-96. Another 50 competitive "demonstration grants" have been awarded to school districts in the past two years. Twenty-four competitive grants, ranging from $10,000 to $50,000, have been awarded for 1996-97. The legislature also has approved additional, one-time appropriations to supplement the original technology grant program. In total, about $50 million in state funds have helped Missouri schools introduce and update technology during the past three years. Local districts have "matched" the state grants with more than $15 million in local funds.

- Parents as Teachers Program: Funding for Missouri's internationally acclaimed Parents as Teachers program has nearly doubled since 1992-93. The legislature's goal, as stated in the Outstanding Schools Act, is to increase state PAT funding gradually until 1997-98, when it is hoped that local PAT programs will be able to serve all families who want to participate. The legislature approved increases for PAT of $5 million for 1994-95, $2.2 million for 1995-96, and $3 million for 1996-97. State funding for PAT this year totals $24 million. Last year (1995-96), about 77,000 families with children from birth to age 3 took part in local PAT programs - an increase of about 5,000 over the prior year. In addition, about 62,500 families with 3- to 5-year olds (an increase of almost 3,000) participated. More than 1332,000 children (ages 1-5) received developmental, health, or prekindergarten screening services through the voluntary PAT program. Participation in all of these programs should grow during 1996-97. Local districts are now working to make sure their PAT programs can accommodate "high need" families who want to participate.

- Programs for At-risk Students: Under the new school-funding formula, part of each district's basic state aid is targeted for at-risk students and those with special needs. This part of the formula is known as "Line 14." School districts received about $75 million in Line 14 funds in 1994-95 and about $129 million in 1995-96. With full funding of the Foundation Program formula, school districts will receive about $184 million in Line 14 funds in 1996-97. School districts have great flexibility in using this money to expand dropout-prevention efforts or to design other programs and services for students with special needs.

- A+ Schools: This initiative is helping local high school reduce the dropout rate, eliminate the general track curriculum, and provide better "career pathways" for all students. The A+ program encourages the adoption of more rigorous standards by local schools, plus better coordination among high schools, vocational schools and colleges. The key goal of A+ Schools is to assure that all students, when they graduate, are well-

prepared to pursue advanced education or employment or both. 87 Missouri school districts have received A+ Schools start-up grants since 1994. In 1996-97, 38 of those districts are in their third year of funding, 19 are second-year projects, and 30 are first-year projects. The maximum annual grant is $150,000 per school. The legislature approved $5 million for this program for 1994-95; $7.5 million for 1995-96; and $10.5 million for 1996-97. Beginning in 1997, graduates of schools that achieve the A+ Schools designation may be eligible for state financial assistance to attend a public community college or vocational-technical school in Missouri.

- Improving Vocational-Technical Education: During the past three years, Missouri has provided $18 million to high schools, area vocational schools, and community colleges to upgrade vocational programs. The appropriation for these "enhancement grants" was $3 million for 1994-95; $6 million for 1995-96; and $9 million for 1996-97. Districts and schools matched the state grants with $5.25 million in local funds. Enhancement grants went to 66 schools in 1994-95; 96 schools in 1995-96; and 83 schools in 1996-97. About 90 percent of this funding is being used to acquire state-of-the-art equipment in training programs related to "high-demand" occupational fields.

- Reducing Class Size: The law called for a three-year effort to reduce pupil-teacher ratios in the primary grades (K-3). The legislature approved $12 million for this program during 1994-95; $10 million for 1995-96; and $8 million for 1996-97. Districts in this program must achieve pupil-teacher ratios of no more than 25-to-1 in the primary grades and reduce their ratios below the previous year. Funding for this program is slated to end after 1996-97, when the new funding formula is fully implemented. During 1994-95, 350 school districts received incentive payments through this program to help them employ additional teachers, and 228 districts took part during 1995-96. In 1996-97, 160 districts are expected to participate.

- New Schools Pilot Project: The legislature has appropriated $2.75 million each year since 1994-95 for this program, which provides three school districts with the opportunity to fully develop innovative, locally designed school-improvement projects. Following a competitive application process, Belton high School, Joplin Junior High School, and Derby Ridge Elementary School in Columbia were chosen as the pilot sites. The New Schools Pilot Project is slated to operate for five years. An independent evaluation of the three schools' effectiveness will begin during 1996-97 and continue during the remaining two years of the project.

- Full-day Kindergarten: The new school-funding formula allows "full funding" for all-day kindergarten programs. This funding is paid on a per-pupil basis through the basic state aid formula. In 1995-96, 413 of the state's school districts offered full-day kindergarten - an increase of 150 districts over 1992-93. During 1995-96, 49 percent of Missouri's 68,500 kindergartners attended full-day programs, compared to less than 30 percent during 1992-93.

- Summer School: The new school-funding formula includes an incentive for school districts to provide additional learning opportunities through summer school and summer enrichment programs. This incentive funding is paid through the regular state aid formula. During the summer of 1996, 368 of Missouri's 524 school districts offered summer school - up from 333 in 1995 and more than double the number that provided summer school in 1993. State Education officials estimate that 147,000 students attended summer school this year - nearly 24,000 more than last year.

For additional information regarding the Outstanding Schools Act, its programs and policies, contact the Public Information Office, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-3469.

MISSOURI'S COMMUNITY CAREERS SYSTEM

Missouri's Community Careers System is a statewide developmental and implementation initiative resulting from the passage of the School-to-Work Opportunities Act of 1994 and federal planning and implementation funding. In Fiscal Year 1994, staff from the Department of Elementary and Secondary Education, Labor and Industrial Relations, Economic Development, Social Services, and Higher Education were designated to serve as an Interagency School-to-Work Planning Team. Through the efforts of the this team Missouri received planning and development grant funds to develop a statewide system for School-to-Work. Also, during that year, the Governor appointed a 23-member partnership on the transition from school-to-work. The membership included five (5) representatives each from business, organized labor, and education; and one (1) representative each from the five (5) workforce development agencies staffing the interagency team, a member of the State House of Representatives, a member of the State Senate, and a representative of the Governor's Office. This partnership initiated the planning for Missouri's system. Later the partnership issued planning grants to each of the state's fifteen (15) labor market areas for the establishment of regional partnerships with the assigned responsibilities: to conduct focus groups to identify the needs of business, parents, students, and educators; to develop a catalog of existing School-to-Work programs within the region; to begin educating communities about the concept; and to develop a regional implementation plan. In addition, the partnership issued three pilot site grants to demonstrate School-to-Work components such as career paths, articulation between secondary and postsecondary education, and work-based learning. Finally, during Fiscal Year 1995, the state submitted its first application for a School-to-Work implementation grant which was not funded.

During Fiscal Year 1996, the interagency team and the Governor's partnership continued the efforts to improve the implementation grant application and the state plan for School-to-Work transition which was successfully submitted at the end of the fiscal year. Also, during the year, the regional partnership and pilot sites continued to grow and further refine planning efforts for implementation activities to be initiated in Fiscal Year 1997. Through

the efforts of statewide, regional, and local leadership, it is Missouri's belief that by working in a partnership with parents providing guidance at home, schools providing expertise in educating students, and business providing an introduction to work and information about the skills needed in tomorrow's workplace, students will be prepared for entering the world of work and the state will increase the value of the most precious economic resource - an educated workforce. For further information regarding Missouri's Community Careers System, contact Robert Robison, Coordinator of Vocational Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri, 65102-0480, 573/751-3500.

MISSOURI'S PLAN FOR POSTSECONDARY TECHNICAL EDUCATION

Missouri's State Plan for the delivery of postsecondary vocational-technical education fulfills the vision for a strengthened system of postsecondary vocational-technical education the Coordinating Board of Higher Education adopted in 1992 as part of its goals for Missouri higher education. In addition, the plan for postsecondary vocational-technical education responds to the mandate given the Coordinating Board by the General Assembly in the spring of 1995.

The State General Assembly directed the Coordinating Board for Higher Education to develop, in cooperation with the State Board of Education, a master plan for advanced technical education and vocational training that coordinates area vocational schools, community colleges, and Linn State Technical College in providing advanced vocational and technical training for the state of Missouri. The plan provides the framework for building articulated courses and programs in vocational-technical to prepare the state's workforce employed in Missouri's high performance companies through a seamless transition from vocational education and Tech-Prep Education initiatives at the secondary level to associate of applied science and baccalaureate courses and programs for those who choose to enroll at the postsecondary level.

Identified in the plan are a variety of statewide needs for an improved and strengthened system for postsecondary vocational-technical education and training that, if met, can lead Missouri to the forefront among states noted for the quality and comprehensiveness of its workforce development strategies. The identified needs reflect the comments and suggestions of business leaders who participated in small group discussions about how best to strengthen postsecondary vocational-technical education and who provided insights into the kind of employees they need as well as the kind of skills needed by their employees. These discussions with employers were helpful and measurable contributed to the construction of this plan. Discussions were held in Springfield, Union, Cape Girardeau, Trenton, and St. Joseph and the employers attending came from additional communities such as Lebanon, Dexter, Sikeston, Poplar Bluff, Chillicothe, and Maryville.

A report from The Department of Labor in 1996 identified on a national level, what many of the area business leaders said about their needs for highly skilled technicians to work in high performance companies. The report stated that manufacturers annually need 98,000 new precision manufacturing technicians. Yet each year, only 20,000 people complete formal training programs in precision manufacturing at such institutions as community colleges and technical schools. An NBC News report indicated that 56 percent of manufacturers are having so much trouble finding workers of this type they are hiring head hunters to recruit employees from abroad. In addition, according to a national report released in March 1995 by the National Science Foundation, technicians needed in the nation's workforce must acquire useful skills and familiarity with science, mathematics, engineering, and technology and be prepared to embark immediately on careers as well as be prepared for further study. Central to the development of these skills are changes which must be made in technical education through support of curriculum development and program improvements in science, mathematics, engineering, and technology established through collaborative efforts of academic institutions and between academe and industry. Such strategies are essential to advance major improvements in advanced technological education for science and engineering technicians and to ensure that enrollees acquire strong backgrounds in science and mathematics, and produce usable products sold at the international marketplace.

The statewide plan directs the Coordinating Board for Higher Education to utilize its statutory authority to strengthen and enhance the postsecondary vocational-technical education delivery system through the inclusion of all the state's public and private schools, colleges, and universities that are part of Missouri's associate of applied science degree program delivery system. The Coordinating Board for Higher Education will foster and promote the coordinated delivery of postsecondary vocational-technical education on a regional basis. In so doing, the Board will embrace the role of the state's public community colleges as the primary providers of postsecondary vocational-technical education. The Coordinating Board will also encourage other providers of associate of applied science degree programs, both public and private, to join with the state's public community colleges in enhancing their efforts to provide statewide access to postsecondary vocational-technical education to residents who do not reside within a community college district. The State Board of Education, which is designated by state law as the State Board of Vocational Education has and should continued to have a strategic role in providing for the delivery of vocational-technical education at the secondary and postsecondary level through the programs it supports at the state's comprehensive high schools, area vocational schools, and public two- and four-year colleges and universities. The actions of the State Board of Education, in cooperation with those of the Coordinating Board for High Education, will support the regional planning and delivery concepts presented in this plan. The directors of the Departments of Economic Development, Labor and Industrial Relations, Elementary and Secondary Education, Social Services, and Higher Education, are designated as the state-level technical education council and will provide for the overall coordination of state programs related to workforce preparation and development.

To begin the development of a strategy for Missouri to respond to the regional, state, and national conversations and proposed federal legislation regarding workforce preparation and development plans to strengthen and enhance the state's postsecondary vocational-technical education courses, programs, and related services will be developed on a regional level. Twelve (12) community college service regions developed for purposes of implementing the Missouri Community College New Jobs Training Program are recommended as the geographic regions within which regional-level planning for the implementation of the state plan should occur. Area vocational schools included within these regions are considered as part of the regional delivery system.

The purpose of the regional planning is to create collaborative, responsive, and flexible environments where educational institutions that are in close proximity will work together to systematically enhance workforce education by developing coordinated plans. The goal of the regional plans should be to:

- promote awareness of and appreciation for postsecondary vocational-technical education;
- expand the accessibility of postsecondary vocational-technical education within an identified region;
- encourage input and strengthen support from regional employers and labor unions for the delivery of postsecondary vocational-technical education; and
- enhance and maintain a regional programmatic and instructional infrastructure for the development and enhancement of the associate of applied science degree program delivery system.

The community college president/chancellor, with the advice and recommendations of the regional technical education council, is responsible for developing and submitting a regional plan for strengthening and delivering postsecondary vocational-technical education within the region to be served. In addition, the community college president, or designee, will chair the Regional-level Technical Education Council and provide the administrative support for the associate of applied science degree program-related activities contained in the regional plan for postsecondary vocational-technical education that are approved by the Coordinating Board for Higher Education. The state's 57 area vocational schools are pivotal points of initial access to vocational-technical education at the secondary level. As a consequence, these schools, working in partnership with other institutions in regional proximity to the respective area vocational school and included in the state's associate of applied science degree program delivery system, can provide the structural backbone for accessing the system of postsecondary vocational-technical education delivery envisioned in this plan. Linn State Technical College (LSTC), established as a state technical college in 1995, is positioned to offer exceptional educational opportunities through highly specialized and advanced technical education and training at the certificate and associate of applied science degree levels in both emerging and specialized traditional manufacturing-related

technologies not commonly offered by community colleges or area vocational schools. This may require targeted investments in highly specialized and unique instructional equipment as well as differential programmatic admissions standards that are appropriate and relevant to such programs. The state's baccalaureate institutions have an essential role in complementing the implementation of this statewide plan. Three public four-year institutions, in particular, are strategically located and have agreed upon missions and programs to assist with selected elements of this statewide plan; these are Missouri Western State College, Central Missouri State University, and Southeast Missouri State University. Two of these institutions, Central Missouri State University and Southeast Missouri State University, through their respective mission enhancement initiatives currently under discussion with the Coordinating Board for Higher Education, have an opportunity to be recognized and supported in their role in helping implement this statewide plan. Missouri Western State College is recognized and will be supported in this plan for its open enrollment admissions policy, its accredited associate and baccalaureate degree programs in vocational-technical education, as well as for its ongoing relationship with Hillyard Area Vocational Technical school, area business and labor community, and with Metropolitan Community Colleges in providing access to postsecondary vocational-technical education in the St. Joseph metropolitan area. In addition, the two-year branch campus of Southwest Missouri State University located in West Plains is recognized and will be supported for the postsecondary vocational-technical education courses, programs, and services it offers the residents of the West Plains area. On a statewide basis, the University of Missouri-Rolla is recognized for its continued role in advanced science and manufacturing-related engineering research, program delivery, and technology transfer. In addition, the nationally recognized Department of Practical Arts and Vocational-Technical Education at the University of Missouri-Columbia is recognized for its continued role in graduate education, research, development of instructional and related materials and service to the vocational-technical education community. The state's private career schools are recognized for their important role in offering the state a wide array and richly diversified system of postsecondary education. These schools offer programs preparing students and adults with job-ready skills for immediate employment. The plan recognizes the private career schools certified to operate by the Coordinating Board for Higher Education as an important state resource and capitalizes on their contribution by encouraging high performance programs that respond quickly and effectively to emerging and changing employer needs for a highly skilled pool of prospective employees. For additional information regarding the State Plan, contact Terry Barnes, Assistant Commissioner for Community College and Technical Education, Coordinating Board for Higher Education, 3515 Amazonas Drive, Jefferson City, Missouri 65109-5717, 573/751-2361 or Robert Robison, Coordinator of Vocational Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-3500.

MISSOURI ONE-STOP CAREER CENTER SYSTEM

In August 1995, Missouri was awarded a Federal One-Stop Implementation Grant. Through the efforts of the Interagency Executive Team created under Missouri's School-to-Work Transition Planning Grant and local workforce development and Human Services agency administrators, the state decided to designate One-Stop sites throughout the state on the basis of the potential operators demonstrated capability to integrate existing programs through the establishment of local interagency teams, the completion of a business plan, and a review by an interagency site visiting team. This approach fosters flexibility and allows for local autonomy to operate and integrate program delivery.

Thirteen local business plans were received and reviewed by evaluation panels composed of members from the Interagency Planning Team, private sector business organizations and firms, state and federal staff familiar with customer-focus and continuous improvement strategies, and labor market organizations.

The Work Connections Center in St. Charles County was designated as the first One-Stop Career Center. Since this designation, ten (10) other labor market areas, pending successful site visits, will be designated.

Some of the major system-building activities that are currently moving forward are:

- Local focus groups have identified specific capacity-building needs.
- Automation equipment has been ordered and an installation agreement has been finalized.
- A One-Stop logo and other marketing materials await final approval, printing, and dissemination.
- A customer-focus survey is being administered throughout the state.
- The America's Talent Bank prototype and Missouri Works projects are on the Internet and being made available to One-Stop customers.
- Labor market information is being made more widely available to the One-Stop customers for their workforce development decision making.

For further information regarding Missouri's One-Stop Career Center System, contact Clinton Flowers, State One-Stop Career Center Coordinator, Division of Job Development and Training, 2023 St. Mary's Boulevard, P.O. Box 1087, Jefferson City, Missouri 65102-1087, 573/751-4750, or Robert Asel, Coordinator of Adult and Community Education, Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102-0480, 573/751-2571.

MISSOURI

DEPARTMENT OF

ELEMENTARY AND SECONDARY

EDUCATION

P.O. BOX 480
JEFFERSON CITY
MISSOURI 65102-0480